Computer-Based Learning: Effects on Student Learning and Interpretation of Curriculum

HASANI JACKSON

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Computer-Based Learning: Effects on Student Learning and Interpretation of Curriculum

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June 9, 2020

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COMPUTER-BASED LEARNING: EFFECTS ON STUDENT LEARNING AND INTERPRETATION OF CURRICULUM

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Educational Leadership Doctoral Program

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of the requirements of

Doctor of Education

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ABSTRACT

In 2010, the Superintendent of Prestige School District (a pseudonym) implemented online learning programs that would cater to student learning while increasing achievement. With the adoption of computer-based programs into Prestige School District System, curriculum specialists wanted to align programs to the Common Core State Standards initiated by the Department of Education. Through gathering quantitative and qualitative data on behalf of various stakeholders within Prestige School District, the goal of this study was to uncover the key elements of online learning programs that can be improved to enhance student achievement. Results provide a foundation for positive learning initiatives that will create continued growth and improvements to multi-tier classroom settings. In creating effective change for continuous improvement of online learning systems, new policies and procedures will be developed for the betterment of academic growth and student success.
PREFACE

This dissertation study was initiated to help increase the environment within the parameters of multi-tier classroom settings. After collaboration with stakeholders surrounding computer-based learning in my school district, several issues arose and the need for change became more evident and necessary. It was my intent to establish a positive, effective system to increase student engagement and understanding of the curriculum presented through the online learning programs. This program change will also increase student achievement and graduation rates within Prestige School District. This study consisted of an initial evaluation of positive and negative learning incentives that affected students who were enrolled in classes online. This study can be used to create a pathway for program improvement and student success.

As a future leader and current teacher in Prestige School District for the past 16 years, I have recognized the need to look into the effectiveness of online programs and their impact on the stakeholders involved. With the help of administrators, virtual teachers, guidance counselors, and other faculty staff members, I was able to formulate a fresh, operational learning wheel throughout my district. The alignment of this study will influence the future of student achievement and engagement. With acknowledgement of problematic areas within online learning programs, educators will have the ability to create effective lesson plans that will enhance academic growth for students. Once this learning system is redesigned and is successful, it will allow stakeholders to understand the importance of curriculum and content presentations.

I learned several leadership lessons throughout this study that enhanced my understanding of a successful learning environment. Creating effective avenues for
student success is essential to improved teaching strategies and lesson planning. All stakeholders will benefit from this field of study and change agent. In conducting this change study, I realized the importance of using structured classroom settings and strategic lectures to enable students to learn efficiently and effectively. Looking forward within online learning programs, I envision school district administrators across my state will follow this academic roadmap to help students accomplish educational goals.

Furthermore, the process of collecting data within this study enabled me to recognize moral and ethical considerations of the online programs implemented in my district. The roadmap created in the conclusion of this study is a strategic approach to understanding online content and the importance of curriculum alignment. Recognizing what works and what does not work is key in processing this new change agent. Understanding organizational change and creative instructional capacities has given me the ability to dive deep into the academic foundation of classroom practices that will benefit student achievement.
ACKNOWLEDGEMENTS

As an advocate for student growth and achievement, I wanted to create an effective system designed for student engagement and success. Deciding to seek a higher degree, I was able to gain some positive insight on building a positive learning environment. I could not be more thankful to all the stakeholders involved in this study. The amount of support and appreciation during the course of this study was amazing. Special thanks to my parents who never stopped believing in me. Their resilience and love allowed me to push through difficult times and not give up. My family has been my drive and my strength! I am so thankful for them all.
DEDICATION

This study is dedicated to the educators who have worked endless hours implementing change for the betterment of student achievement. Educators serve as parents, counselors, coaches, and other pertinent roles in molding the leaders of tomorrow. Thank you for your hard work and dedication in creating “The Future.”
TABLE OF CONTENTS

ABSTRACT........................................................................................................................................ iv
PREFACE........................................................................................................................................... v
ACKNOWLEDGEMENTS................................................................................................................ vii
DEDICATION................................................................................................................................... viii
LIST OF FIGURES.......................................................................................................................... xii
CHAPTER ONE: INTRODUCTION................................................................................................. 1
  Purpose of the Evaluation........................................................................................................... 4
  Rationale..................................................................................................................................... 7
  Goals of the Program Evaluation............................................................................................... 9
  Exploratory Questions............................................................................................................... 10
    Primary Questions.................................................................................................................. 10
    Secondary Exploratory Questions........................................................................................... 11
  Conclusion................................................................................................................................. 11
CHAPTER TWO: REVIEW OF LITERATURE............................................................................ 13
  Edgenuity................................................................................................................................. 13
  Florida Virtual School............................................................................................................. 14
  SpringBoard............................................................................................................................ 14
  Student Engagement in Online Learning Environments......................................................... 15
  Teacher Involvement............................................................................................................... 16
  Classroom Practices and Procedures....................................................................................... 16
  Achievement Gaps.................................................................................................................... 17
  No Child Left Behind.............................................................................................................. 18
  Conclusion................................................................................................................................. 20
CHAPTER THREE: METHODOLOGY.................................................................................... 21
  Research Design Overview....................................................................................................... 21
  Participants............................................................................................................................... 23
  Data Gathering Techniques..................................................................................................... 24
  Ethical Considerations............................................................................................................. 25
  Data Analysis Techniques....................................................................................................... 27
  Conclusion................................................................................................................................. 27
<table>
<thead>
<tr>
<th>Chapter Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER FOUR: RESULTS</td>
<td>29</td>
</tr>
<tr>
<td>Surveys</td>
<td>29</td>
</tr>
<tr>
<td>Interviews</td>
<td>46</td>
</tr>
<tr>
<td>Administrator Interviews</td>
<td>47</td>
</tr>
<tr>
<td>Guidance Counselor Interviews</td>
<td>52</td>
</tr>
<tr>
<td>Virtual Teacher Interviews</td>
<td>57</td>
</tr>
<tr>
<td>Organizational Changes</td>
<td>62</td>
</tr>
<tr>
<td>Context</td>
<td>64</td>
</tr>
<tr>
<td>Culture</td>
<td>64</td>
</tr>
<tr>
<td>Conditions</td>
<td>65</td>
</tr>
<tr>
<td>Competencies</td>
<td>66</td>
</tr>
<tr>
<td>Interpretation</td>
<td>67</td>
</tr>
<tr>
<td>Judgments</td>
<td>68</td>
</tr>
<tr>
<td>Recommendations</td>
<td>74</td>
</tr>
<tr>
<td>Conclusion</td>
<td>76</td>
</tr>
<tr>
<td>CHAPTER FIVE: TO-BE FRAMEWORK</td>
<td>77</td>
</tr>
<tr>
<td>Envisioning the Success To-Be</td>
<td>79</td>
</tr>
<tr>
<td>Context</td>
<td>81</td>
</tr>
<tr>
<td>Culture</td>
<td>83</td>
</tr>
<tr>
<td>Conditions</td>
<td>84</td>
</tr>
<tr>
<td>Competencies</td>
<td>85</td>
</tr>
<tr>
<td>Conclusion</td>
<td>86</td>
</tr>
<tr>
<td>CHAPTER SIX: STRATEGIES AND ACTIONS</td>
<td>88</td>
</tr>
<tr>
<td>Strategies and Actions</td>
<td>88</td>
</tr>
<tr>
<td>Area 1: Professional Development</td>
<td>88</td>
</tr>
<tr>
<td>Area 2: Student Engagement and Preparation</td>
<td>90</td>
</tr>
<tr>
<td>Area 3: Teacher Availability</td>
<td>91</td>
</tr>
<tr>
<td>Area 4: Resources and Tools</td>
<td>92</td>
</tr>
<tr>
<td>Conclusion</td>
<td>93</td>
</tr>
<tr>
<td>CHAPTER SEVEN: IMPLICATIONS AND POLICY RECOMMENDATIONS</td>
<td>95</td>
</tr>
<tr>
<td>Implications</td>
<td>95</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Policy Statement</td>
<td>96</td>
</tr>
<tr>
<td>Analysis of Needs</td>
<td>97</td>
</tr>
<tr>
<td>Educational Analysis</td>
<td>97</td>
</tr>
<tr>
<td>Economic Analysis</td>
<td>98</td>
</tr>
<tr>
<td>Social Analysis</td>
<td>98</td>
</tr>
<tr>
<td>Political Analysis</td>
<td>99</td>
</tr>
<tr>
<td>Legal Analysis</td>
<td>99</td>
</tr>
<tr>
<td>Moral and Ethical Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Implications for Staff and Community Relationships</td>
<td>101</td>
</tr>
<tr>
<td>Conclusion</td>
<td>102</td>
</tr>
<tr>
<td>CHAPTER EIGHT: CONCLUSION</td>
<td>103</td>
</tr>
<tr>
<td>Discussion</td>
<td>103</td>
</tr>
<tr>
<td>Leadership Lessons</td>
<td>105</td>
</tr>
<tr>
<td>Conclusion</td>
<td>106</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>109</td>
</tr>
<tr>
<td>Appendix A: Faculty Interview Questions</td>
<td>112</td>
</tr>
<tr>
<td>Appendix B: Administrator Interview Questions</td>
<td>114</td>
</tr>
<tr>
<td>Appendix C: Faculty Survey</td>
<td>115</td>
</tr>
<tr>
<td>Appendix D: As-Is Chart</td>
<td>118</td>
</tr>
<tr>
<td>Appendix E: T0-Be Chart</td>
<td>119</td>
</tr>
<tr>
<td>Appendix F: Strategies and Action Plan</td>
<td>120</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 1. Responses to survey question 1, “What is the highest level of education you have completed?” (N = 77) .................................................................30

Figure 2. Responses to survey question 2, “How many years of teaching experiences do you have in this district?” (N = 77) .................................................................31

Figure 3. Responses to survey question 3, “How long have you worked at your school?” (N = 77) .....................................................................................32

Figure 4. Responses to survey question 4, “What do you think is working well with virtual learning?” (N = 77) ...........................................................................33

Figure 5. Responses to survey question 5, “What do you think is not working well with virtual learning?” (N = 77) ...........................................................................34

Figure 6. Responses to survey questions 6, “What are some challenges students face when taking classes online?” (N = 77) .................................................................35

Figure 7. Responses to survey question 7, “What are some ways online programs can be more beneficial to student learning?” (N = 77) ..................................................36

Figure 8. Responses to survey question 8, “What areas of concerns does online program pose to student learning” (N = 77) .................................................................37

Figure 9. Responses to survey question 9, “What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?” (N = 77) .................................................................38

Figure 10. Responses to survey questions 10, “What do you envision as a better learning environment and organization for student achievement and learning?” (N = 77) ..................................................39

Figure 11. Responses to survey question 11, “How much success do students have on computer-based learning programs?” (N = 77) .................................................................40

Figure 12. Responses to survey question 12, “How satisfied are you with student achievement while enrolled in online courses?” (N = 77) .................................................................41

Figure 13. Responses to survey question 13, “What needs to change with the academic makeup of online classes?” (N = 77) .................................................................42

Figure 14. Responses to survey question 14, “How can students improve their understanding of curriculum offered online?” (N = 77) .................................................................43
Figure 15. Responses to survey question 15, “How might online programs hinder student learning?” (N = 77)…………………………………………………………………………………………………44

Figure 16. Responses to survey question 16, “Can there be any added resources to online classes that would possibly make it better for student achievement?” (N = 77)………..45

Figure 17. Responses to survey question 17, “What are some of the greatest challenges in increasing student achievement with regards to computer integrated programs?” (N = 77)………………………………………………………………………………………………….46
CHAPTER ONE: INTRODUCTION

The District Curriculum Specialists in Prestige School District (pseudonym) have implemented several computer-based programs designed to help students achieve academically using a variety of academic resources, including Edgenuity and SpringBoard. Approximately 10 years ago, the superintendent implemented computer-based programs to help support students who were at risk of not graduating or students who needed credit recovery. I have worked with these two programs for 8 years to enhance students’ abilities in the areas of reading comprehension, grammar, and syntax.

Computer-based learning refers to the use of computers as a key component in an educational environment. One program used within Prestige School District is SpringBoard, a program intended to help students with comprehension, reading, and writing skills. It supports students in the area of literacy and increases their understanding of language arts skills. It allows students to recognize reading strategies and sentence structures. Classroom teachers use SpringBoard workbooks along with classroom lectures to enhance students’ understanding of the curriculum. Those skills may coincide with the district curriculum map and increase teachers’ lesson planning skills. SpringBoard is used to support online tools such as Edgenuity, and also adheres to classroom practices.

Edgenuity is an online resource that enables students to retake courses they have previously failed. Edgenuity is a video-based learning tool for middle and high school students. Students can monitor their academic progress while completing lessons, assessments, and interactive learning tools. Educators may use Edgenuity as an alternative to traditional teaching styles and functions. Another self-paced learning
program used in my district is Florida Virtual School (FLVS), Florida’s first online learning program for high school students. Similar to Edgenuity, it provides students with alternative learning methods to reach graduation requirements. Students who are enrolled in FLVS practice self-paced learning objectives, but do not have the same resources and tools as traditional students.

Currently, at the school in which I work, approximately 37% of the students enrolled in Edgenuity and other online programs have problems meeting the overall objectives needed to pass the courses. The Edgenuity classes meet every day, and students are on the computers the entire class period. In addition, approximately 7% to 10% of seniors struggle with completing courses on time to fulfill graduation requirements. Therefore, it is important to investigate student understanding and achievement levels in online learning programs so improvements can be made.

Computer-based learning programs seem to present students with some challenges. One difficulty I have observed among students is the process of grasping the general concepts and ideas of online learning. Students have trouble retaining the curriculum, causing some to experience learning curves that may prevent them from meeting completion requirements. Adapting to online platforms can be challenging for some students and may require additional resources.

Additionally, I have seen students struggle with engaging in the online lesson plans, curriculum, and level of content. Online delivery methods can sometimes be vague and hard for students to understand. Content is not thoroughly explained, causing students to become confused and discouraged. Learning objectives established throughout the courses require students to complete pretests and unit exams to
demonstrate their knowledge of the content. At the end of the course, students are given a cumulative exam to test their knowledge of the entire coursework learned.

Furthermore, computer-based learning may not allow students to understand the content areas of the curriculum and hinder them from completing courses (Glanz, 2006). The programs used within my district need to be reevaluated to give students more classroom instruction and a better understanding of content areas. I believe more strategy-based learning, integration of strategies into the course content, will help students learn and retain subject matter. Student success is the main objective of every educator. It is my hope that adding more strategy-based learning and less online learning will increase student achievement rates and understanding of the curriculum.

The problem with computer-based programs and online learning tools is the disconnection of academic achievement from students. Students are obligated to self-educate on extensive academic resources imported from various institutions that are not all consistent with the state’s educational plan (i.e., Common Core). Edgenuity is a Canadian-based program that lacks certain achievement levels and is not based in U.S. functions and foundations. Because of this inconsistency, I have worked with students who struggle with understanding the curriculum and have spoken with current and former teachers who have become frustrated with the program because of the inconsistencies. When using computer-based programs and online classes, students tend to disconnect from the academic content and focus more on completing classes rather than on understanding the overall subject matter. Without further investigation, I could surmise that it could be because of a lack of personal interaction and the fact that they must be self-motivated. Some students may have better success in a traditional classroom setting.
versus participating in self-taught learning programs. Instructors using this program allow students to work at their own pace with little to no help. This may work for some students but may hinder the academic growth of other students enrolled in these types of learning environments.

The focus in my dissertation is on student achievement and curriculum in a traditional high school setting. There are approximately 200 students enrolled in credit recovery classes at my current school site. Out of those 200 students, approximately 120 seniors are attempting to fulfill graduation requirements by making up classes in which they were not successful. My study involved evaluating student completion rates for the online courses in which they were enrolled.

I chose to evaluate Edgenuity because it is used at my site, and I wanted to determine how stakeholders within the program perceived its overall effectiveness. I have observed 35 of the 40 students in my class showing difficulties grasping the overall content of the curriculum presented in online learning courses. I look forward to implementing a change model that will address improvements to online learning programs and increase student achievement. Within the developments leading to change, I will also implement additional policies and procedures within this program that will benefit faculty, staff members, and administrators. The primary focus of this study was the results of student engagement and achievement within educational institutions that require self-education programs.

**Purpose of the Evaluation**

In this study, I will explain how online tools affect student achievement, how face-to-face learning is more impactful on student achievement for some students, and
evaluate the features of several online resources designed to help students achieve academic goals. Edgenuity is a computer-based program that allows students to complete credit recovery because they failed the course initially and fulfill current academic needs. Edgenuity is an alternative learning method that enables students to complete graduation requirements and other academic needs. Edgenuity program designers provide comprehensive coverage of academic needs, resources, and lesson plans. Students complete classes at their own pace and Edgenuity provides a pathway for completing courses. However, this particular program does not offer direct questioning of the subject matter, and I believe, based on my observation, that it can cause students to become discouraged and confused.

According to Delgado (2005), SpringBoard is a comprehensive instructional program in English language arts and mathematics that reflects research-based understandings about student learning. SpringBoard creators designed their curriculum to help students with language arts and math skills; however, this study focuses on language arts. Creators have also aligned their curriculum to the Common Core Standards that were created to help students adapt to learning curves from various academic contents. One particular academic area in which students struggle is language arts or English. SpringBoard is designed to help students strengthen their literacy skills while increasing test scores and competency.

I became aware of these programs during my first year of teaching at an alternative school. I was introduced to credit recovery and several programs offered by district curriculum specialists to help students make up credits and maintain graduation requirements. My experience with SpringBoard has allowed me to understand specific
content areas of the curriculum and how it is designed to improve student achievement. SpringBoard is an inactive program, and I have witnessed students struggling with it. I have suggested other interactive programs as well.

My program evaluation was related to student learning and achievement. I intended to show how students are affected by online programs and traditional teaching styles. Students must receive helpful resources that will increase their knowledge of the curriculum. Doing so will help students achieve academic success. The purpose of this evaluation was to create an effective educational system in which students can learn and comprehend academic foundations in a positive environment. I evaluated Edgenuity, SpringBoard, and FLVS and compared them to traditional classroom instruction, resources, and academic fundamentals. I first became aware of computer-based programs in 2008 while working at Simmons Career Center in Prestige School District. We started using a program called Programmed Logic for Automatic Teaching Operation (PLATO) and eventually switched to Edgenuity in 2013. With the inconsistency in the programs and teaching styles and the student achievement gaps, I began to become concerned and was determined to find a solution for the excessive student dropout rates.

FLVS offers a variety of flexible and full-time courses for online enrollment. Students use this learning tool as an educational opportunity to gain credits and fulfill graduation requirements. According to Watson, Gemin, Ryan, and Wicks (2009), FLVS is the largest virtual school in the country, with course enrollments that represent more than half of the total enrollment in state virtual schools nationwide.

Furthermore, this evaluation includes a report on other avenues for educators to help students with engaging in and learning the academic curriculum. This was intended
to give parents and other stakeholders an explanation of student needs and concerns while creating better learning opportunities and achievement rates. I will use the results of this evaluation to persuade district personnel to change their outlook on state standards and benchmarks by creating better sources such as teaching strategies, learning interventions, creative curriculum strategies, and differentiated instruction. This will also raise awareness of online learning tools and create alternative methods for increasing student achievement.

The purpose of this evaluation was to secure an effective learning environment for all students. This study includes direct responses from stakeholders by researching and gathering evidence that supports student achievement, enhancement, and engagement. This evaluation also provides alternative learning tools for student growth and academic goal planning.

Rationale

My reasoning for focusing on computer-based programs and student learning was encouraged by the struggles of students at my current school site. Narrowing the gap in learning would be a byproduct. This is important to me because I care about the well-being of my students and their learning environment. My experience with Edgenuity and dealing with student transitions has led me to seek better alternatives for student learning. Issues that surround computer-based learning include whether or not students are gaining academic growth and knowledge on suggested curriculums. This evaluation was intended to help stakeholders understand student needs and how certain learning programs may help or hurt them academically. It also supports the importance of an academic environment, graduation requirements, and a decrease in student dropouts.
Two critical issues related to online programs are the accuracy of the content provided to students and how well students are retaining information. The content within online learning programs is not aligned with district and state standards. For example, Edgenuity is a Canadian-based program that does not accurately deliver course content that mirrors U.S. textbooks. Through my experience with online programs, I have found the content needs to be expanded to ensure students are understanding the curriculum. Oftentimes, they fail quizzes from the program because they are not retaining information, and they fail the curriculum test, which is a culmination of the content and quizzes. As a result, this will allow students to be more engaged in lessons and the overall curriculum.

The other issue I have encountered relates to student engagement. From my experience working with students, the program needs to be more student-centered and contain content that is relevant to its audience. If online programs featured more student-friendly material, the engagement piece will be better. Student engagement is important in students mastering the curriculum.

The stakeholders my program evaluation will affect are teachers, school and district leaders, and students. This evaluation is important to instructional staff because it can benefit student achievement and understanding of content. This evaluation can be beneficial to school leaders by providing effective learning tools for student growth and success. This is also important to the communities because it will prepare students for the workforce during and after graduation from high school. This evaluation is important for students because it will help them reach specific academic goals and prepare them for the next phase of their academic careers.
Goals of the Program Evaluation

The overall purpose of this dissertation was to increase student learning, but I need to evaluate current practices of online learning and determine their effectiveness. I developed two goals to achieve this purpose: (a) evaluate the current learning tools being used in my district and identify program strengths and weaknesses affecting student learning and growth, and (b) create an improved functional system that will increase the instructional rate of growth for each student. Those systems will create alternative methods for student learning by increasing traditional resources and tools that may be used to better understand the curriculum. This outlook would involve all stakeholders by instituting better opportunities for student learning and goal planning. The goals also follow district and state guidelines by aligning with the academic vision within Prestige School District.

The possible benefits of collecting data and creating specific charts were to enable me to gather a detailed account of hidden indicators of student achievement and success rates. The concerns expressed by parents, teachers, and guidance counselors provided a realistic view of productive academic processes that are most effective. This also provided alternative methods to computer-based learning that will give students better opportunities to learn. Student experiences and parental concerns of programs gave me a realistic view of more productive methods that can be used to help student growth.

These suggested goals are aligned with student learning and participation by involving face-to-face interaction with an instructor and eliminating interactive instruction. Eliminating some interactive instructions will allow students to gain help and
understanding from traditional classroom teachers and to understand better approaches to the academic curriculum and guidelines within online learning tools.

**Exploratory Questions**

The questions I asked revolved around stakeholders and the challenges of integrated programs when it comes to student learning. These questions allowed me to create an informed systematic approach to integrated learning. These questions also raised important indicators of student performance and academic achievement. The questions I posed through this dissertation allowed me to understand stakeholders’ concerns and primary focus points with regard to self-educated programs.

**Primary Questions**

My primary exploratory questions included:

1. What do the stakeholders (administrators, teachers, guidance counselors) report is working well with computer-based programs (Edgenuity, Florida Virtual)?

2. What do the stakeholders (administrators, teachers, guidance counselors) report is not working well in computer-based programs (Edgenuity, Florida Virtual)?

3. What do the stakeholders (administrators, teachers, and guidance counselors) suggest are the greatest challenges in computer-based programs (Edgenuity, Florida Virtual)?

4. What do the stakeholders (administrators, teachers, guidance counselors) report as ways to address the challenges or improve the computer-based programs (Edgenuity, Florida Virtual)?
Secondary Exploratory Questions

The secondary questions used throughout this dissertation helped me connect other concerns with learning modules, resources, and tools of learning programs.

1. What areas of online learning do administrators, teachers, and guidance counselors consider to be non-useful and can hinder student learning and understanding?

2. What do administrators, teachers, and guidance counselors consider to be beneficial to student learning and online participation for students who struggle with computer-based programs?

3. What do administrators, teachers, and guidance counselors envision as a better learning environment and organization for student achievement and learning?

These secondary questions helped me produce effective methods for student achievement and understanding of the curriculum. They also helped me understand changes that may need to occur in order to increase student achievement.

Conclusion

In closing, computer-based programs have eliminated the traditional foundations of teaching that occur through teacher–student interactions. Within my school site and district, the use of computer-based learning is growing at a steady rate. However, not all students are adapting to the process of online programs and thus require classroom instruction to grasp the overall curriculum. Some students consider withdrawing from classes and opt to retake courses in a face-to-face format. Although online classes seem to be more flexible, they take away from traditional learning styles and do not cultivate the level of engagement needed to ensure students are successful.
In my experience dealing with both traditional and online learning, students seem to be more productive in a traditional classroom versus self-paced online learning. Traditional learning has helped students retain information in a more effective way than computer-based learning. Not all students grasp the concept of self-paced learning and may need additional resources and tools. Traditional classroom learning provides a more in-depth learning experience for students to be successful. Many students who are involved in online learning do not take it seriously. Those particular students rush through the curriculum and may walk away with little knowledge of the content.
CHAPTER TWO: REVIEW OF LITERATURE

Computer-based programs are used throughout school districts across the United States. They provide students with an alternative learning system designed to increase academic achievement and ensure advancement. However, these programs may hinder student learning by creating a lack of participation and understanding of academic curriculum and content. I examined several resources and teaching strategies that may increase student understanding and achievement. Such resources provide students differentiated options for mastery of their computer-based lessons. Providing students with effective resources and tools is an educator’s priority. Educational leaders strive to ensure students are equipped with adequate learning tools for achievement and understanding of the curriculum taught. As a future leader and current educator in my district, I want to ensure all my students have the necessary resources to achieve at the highest level possible. I also strive to provide students with essential practices that will help them throughout their academic journeys. In doing so, this creates a proactive vision for students to follow.

Edgenuity

Leaders in my current school district have adopted an educational program called Edgenuity. This program is designed to help students fulfill academic requirements in various subjects. Edgenuity is a Canadian-based program that gives K-12 students an alternative learning system. According to Miles and Frank (2008), school leaders need to focus on reducing classroom size and increasing instructional time (p. 52). However, I have an online class that contains 32 students.
Though Edgenuity is designed to help students gain academic achievement, factors can cause students to lose insight into curriculum and academic success. I have witnessed several students get lost in the content areas of the curriculum while taking online classes and not successfully passing the classes. These students either withdraw from the classes or are dropped by their guidance counselors.

**Florida Virtual School**

FLVS is another online learning tool used for students to either make up courses failed or gain extra credits needed for graduation. FLVS is a teacher-monitored program that allows students to work at their own pace. Students enrolled in FLVS usually have the overall concept of online coursework and content. I have taught classes with a total of 30 students who were enrolled in several courses. This type of learning environment contradicts Miles and Frank’s (2008) strategic school research. When leaders use online classes to maximize class size and then reduce the actual instructional contact time between students and teachers, it stretches one teacher across numerous content areas and may create conflict or confusion.

**SpringBoard**

Leaders within Prestige School District adopted SpringBoard to increase student achievement in language arts and math. The superintendent worked alongside other district leaders to endorse a program that would potentially increase graduation rates. Stakeholders wanted to give students a map for success as a way to increase state, district, and national standardized test scores. SpringBoard is a research-based pre-Advanced Placement (AP) program designed to increase engagement while preparing
students for success in AP courses. Its pertinent activities were designed to engage
students in problem-solving and critical analysis.

SpringBoard provides students with the ability to engage in rigorous curriculum
based on Common Core Standards for Grades 6 through 12 and equips educators with
valuable, flexible instructional tools. Although the State of Florida will be disbanding
Common Core, SpringBoard designers will continue to update the program to reflect new
academic content to ensure student progress. In addition to student growth, schools
within the district will receive additional professional development support. Providing
students with essential resources and tools is valuable to ensure academic progress and
achievement.

**Student Engagement in Online Learning Environments**

Student engagement is important when using online programs in an academic
learning environment. I have observed several students struggle with the overall process
and concepts of the academic curriculum within these programs. Student achievement
and engagement are important in increasing learning objectives and goals. It is even more
important that educators recognize what works and what does not work when building an
effective learning environment. Previous research completed on computer-based learning
demonstrated retention rates are lower than those of traditional courses taken in a face-to-
face format with a teacher (Dietz-Uhler, Fisher, & Han, 2007, p. 14).

Furthermore, student engagement is meaningful in cultivating learning and
growth opportunities. “Active, guided, and engaged learning will bring out inspiration
and vitality to school in general and to the teaching learning process” (Murphy, 2016, p.
107). Differentiated instruction is one of the most important pieces in building student
engagement. Creating effective strategies that enable students to be engaged is critical when building an effective learning environment.

**Teacher Involvement**

When teachers are involved in academic aspects of the curriculum, they can provide meaningful ways for students to retain specific content. With the assistance of teachers, students can understand and grasp the content of a specific curriculum that may be challenging. Concerning computer labs and the implementation of integrated programs, some students learn more effectively in a traditional classroom setting than in an online learning setting. According to Wilson and Corbett (2001), students describe good teachers as those who care about them and make them learn. Education is quickly evolving away from the traditional setting of classroom academics to self-guided programs. Integrated programs need more teacher involvement and participation for these programs to help students reach their full potential.

Furthermore, students need more motivational interests and engagement with an academic focus to be successful. Murphy (2016) stressed the need for authenticity and the ability to match learning context to the ways in which students learn most effectively. Integrated programs have teacher support, but my current experience with the Edgenuity program is that it can leave students confused and discouraged. With the correct resources available to students, they will be able to learn effectively and efficiently.

**Classroom Practices and Procedures**

Classroom practices and procedures should cater to students’ needs and concerns about computer-based programs. There needs to be more active learning resources for students while they are actively engaged in online programs. As part of this approach,
teachers should collaborate with other stakeholders to ensure the best academic practices and procedures are implemented within student learning. “Leaders and teachers must collaborate to find the golden mean between instruction that is compliant but devoid of joy and classroom practices” (Reeves, 2009, p. 131). To better prepare students for integrated programs, teachers need to be given the right resources to adequately support student participation with these programs.

However, even when there are teacher supports throughout computer labs, some students still may have difficulty grasping the overall concepts of these programs. Classroom practices and procedures should accommodate academic curriculums by ensuring all students are aware and properly prepared under state and district guidelines. Daresh (2010) stated educators should prepare students with a variety of resources that provide multiple learning tools for achievement (p. 35). If given the opportunity and with the right action plan in place, students will achieve beyond their abilities.

**Achievement Gaps**

Noguera (2013) referred to the achievement gap as “any persistent struggle in academics or educational attainment between different groups of students” (p. 4). It can be closely related to learning and opportunity gaps that hinder the academic group. Understanding student needs is very important when establishing a learning environment. Most computer-based programs are self-guided, which can create an umbrella of uncertainties with academic learning curves. More classroom instruction should be implemented with other educational resources that may help students retain educational content.
Furthermore, it is important to meet the needs of all students and ensure they have a clear and precise understanding of the curriculum and online learning tools. To satisfy the educational needs of students, educators need to understand student needs and concerns with the curriculum. Teachers should supply every student with positive resources and tools to address any factors that may hinder achievement. In doing so, students will be more able to fulfill academic goals and concentrations.

**No Child Left Behind**

The No Child Left Behind Act (NCLB) was designed to ensure students are prepared and given equal opportunity for educational advancements. Created in 2002, a part of this law was to increase federal dollars allocated to needy schools to prevent achievement gaps. NCLB relates to computer-based learning (e.g., Edgenuity) with how it functions with academic curriculum and foundations. “NCLB gives students attending schools found to be in ‘need of improvement’ because they fail to make adequate yearly progress” (Books, 2007, p. 15). Better systems need to be put in place that will create a positive academic path for students who struggle with achievement gap circumstances.

Furthermore, NCLB “sets targets for academic achievement to hold educators accountable” (Lindsey, Karns, & Myatt, 2009, p. 57). The connection between NCLB and online learning is the proper preparation of students in their academic learning. If students are not properly prepared academically, they will not be successful. NCLB connects to online learning programs by targeting academic standards. Those specific standards steer students toward meeting each grade level and state graduation requirements.
In addition, the tests students take and how effective the content is taught reveals student understanding and achievement. “Change is difficult, slow, and uncertain” (Tomlinson & Allan, 2000, p. 39). It may require some time to establish consistency in mirroring NCLB’s academic plan, but it can be done. Online learning programs should mimic the NCLB standards and adhere to student achievement and course completion, giving students the ability to become successful in all academic endeavors.

The nation has been in the midst of a pandemic of coronavirus disease, which began in 2019, hence the shortened version of the disease, COVID-19. It is believed to have been introduced to human populations from the animal kingdom in November or December of 2019 (Heymann & Shindo, 2020). In March of 2020, a total of 138 countries closed schools nationwide and several other countries have implemented regional or local closures. These school closures affected the education of 80% of children worldwide. According to Van Lancker and Parolin (2020), schools closing for a long period of time could have detrimental social and health consequences for children living in poverty that are likely to exacerbate existing inequalities, especially for students who do not have computers or Internet connections to participate in online instruction.

District leaders have made efforts to create online courses and deliver them through TV broadcasts and the Internet quickly to ensure instruction continues. The new virtual semester started in many parts of the country, and various courses were offered online in a well-organized manner. Not only did this alleviate many parents’ concerns about their children’s academic attainment, it provided school districts with a different approach for serving a massive number of students (Wang, Zhang, Zhao, Zhang, & Jiang, 2020).
Conclusion

Student success may be hindered by some online programs that lack appropriate learning modules. These programs may be too rigorous for some students and could eventually hinder academic growth. Smith and Smith (2015) stated some educational tools can be challenging for most students and may hinder their academic growth (p. 52). Programs need to include a significant amount of traditional student support that should include teachers and other face-to-face interactions. Students should feel comfortable and supported through these programs and have a clear objective in completing coursework.

Securing a healthy learning environment for all students can be challenging. When implementing change and creating avenues for student achievement, there may be several challenges that may hinder progress. Attending to student needs and concerns is the most important attribute when implementing change. I will tap into other resources and develop a plan for academic change and preparation for achievement.

In closing, leaders must provide the necessary resources and tools for students to learn effectively. Creating a positive learning environment requires collaboration with all stakeholders to ensure students’ academic needs are met. “Getting a transformation program started requires the aggressive cooperation of many individuals” (Kotter, 2011, p. 3). Learning curves and other academic challenges can be overwhelming and demanding at times for students and educators. Ensuring those challenges are embraced or acknowledged is important to student learning. I conducted this study to help recognize some of those challenges and provide additional resources to ensure student learning and achievement.
CHAPTER THREE: METHODOLOGY

Research Design Overview

According to Patton (2008), program evaluations can be helpful by providing a systematic collection of information and using that information to determine what is effective and what is not effective (p. 495). Program evaluations give both educators and students information about learning incentives and academic effectiveness. Evaluations are useful to leaders of school districts by creating academic growth opportunities for students by holding educators accountable for the presentation of curriculum and lesson planning.

In my research, I gathered data by interviewing individuals who had experience using computer-based programs and how they should and do work. These individuals were the key to predicting alternative methods and observations for student success as well as failure rates. Patton (2008) reported on how to formulate a systematic approach (p. 39). This process was beneficial to my study by providing several accounts of the positive and negative effects of computer-based learning while producing effective results.

These research methods helped me answer my primary and secondary exploratory questions by addressing concerns from stakeholders that may hinder student learning. I also designed this research to answer questions that may support online learning programs. I was able to gather important information and consider the positives and negatives of online learning programs.

I gathered information that helped me consider alternative sources for students to increase their understanding and awareness of online curriculum that may increase
achievement rates. This helped me provide efficient results that will be useful to all stakeholders involved in this process. This also helped with recognizing effective learning resources to help students excel in their academic studies.

My research was based on quantitative and qualitative methods by observing student progress and asking an exploratory question based on those observations. These methods also helped me gather positive ideas on how to address problem areas that students may encounter. Quantitative methods were helpful for recognizing the differences in programs that are useful and non-useful for student production and achievement. I identified these programs through traditional and computer-based learning data determined by test scores and curriculum objectives. The qualitative research used helped me in recognizing certain concerns and ideas about the overall program of computer-based learning.

Through a plan of action represented by stakeholders within this study, I recognized several helpful indicators of student growth and achievement. Understanding and considering each individual’s thought process within the quantitative and qualitative data provided me with positive insight on addressing the research questions. The approach was direct and followed the academic structure plan of Prestige School District. It was specific and addressed questions thoroughly, which can improve the overall program. This research can be used to improve hidden indicators of curriculum and program content by building a better system that manages student success.

I designed my research to answer questions related to student performance and completion. I surveyed faculty and staff members along with guidance counselors in the realm of integrated computer-based programs. I asked two administrators per high
school, two guidance counselors per high school, and approximately 14 teachers per school. I also considered former adult students who had either completed courses online or had failed to meet the requirements of online learning but decided not include them. My experience with online programs helped me consider areas of concern with online programs. This also helped me recognize student gains in certain curriculum learned online.

**Participants**

I gathered data from 75 current and former teachers, eight guidance counselors, and 15 administrators at 27 high schools and four career centers within my school district. I chose to gather data from these stakeholders based on their experience and expertise in computer-based programs. There is an abundant amount of information available with these stakeholders that helped me produce accurate data useful for research.

I spoke to teachers, administrators, and guidance counselors and I collected data for current students enrolled in online courses and last school term students enrolled. I compared test scores (end of course math and reading) and student achievement metrics through an entire semester of taking courses (up to 100 students, grade levels 10 through 12) for the 2016-2017 school year. No individual student was identified or revealed. All data collected to represent student academic achievement were anonymous. I also looked at the achievement rates of past and current students taking online courses using the district’s suggested learning tools. Some of the data I collected were not open for public review and some materials were available via the Internet or the district website.
I distributed voluntary open-ended surveys to administrators and teachers at 27 high schools and four career centers within the school district. The sample surveyed consisted of both males and females. In addition to the surveys, I interviewed three administrators at 27 high schools and four at career centers, which totaled up to 10. I also interviewed two guidance counselors at each of the 27 high schools and four career centers in the district. There were 75 teachers interviewed within the school district; both male and female participants were considered during the interview and survey process. No current students were interviewed or surveyed through this research.

**Data Gathering Techniques**

I used qualitative data with interview methods. I also considered using SurveyMonkey for teachers, guidance counselors, and administrators but decided not to do so. These methods were useful in gathering data from key participants with a background using computer-based programs. I used interviews, surveys, and student data on achievement rates for online courses.

I asked administrators, guidance counselors, and teachers to participate based on their experience in a computer lab setting or with online classes. If teachers agreed to be interviewed, I advised them that I would record the interview with a digital recorder and take notes on a notepad. Individuals also received a consent form to ensure they understood the interview process and were acquainted with the questions. The interviews did not last longer than 30 minutes in length and could be followed by up to five emails for any additional comments, questions, or concerns.

The quantitative data collected from the survey were used to address the following question: What do the stakeholders (administrators, teachers, guidance
counselors) report is working well with computer-based programs (Edgenuity, Florida Virtual)? The quantitative data collected from the student achievement data were used to address the following question: What do the stakeholders (administrators, teachers, guidance counselors) report is not working well in computer-based programs (Edgenuity, Florida Virtual)? I also addressed the question: What do the stakeholders (administrators, teachers, guidance counselors) report as ways to improve the computer-based programs (Edgenuity, Florida Virtual)?

The qualitative data collected through interviews were used to address the areas of online learning stakeholders consider to be non-useful and can hinder student learning and understanding. The qualitative data collected were used to address stakeholders’ vision of a better learning environment and organization for student achievement and learning. I identified qualitative data with some quantitative data to find specific results related to activity logs I compiled. I used a weekly log of student activities on Edgenuity and other computer-integrated programs to track progress and productivity. I used this particular log once a week over a semester to produce an accurate account of student participation and performance. I also received administrative consent before I started an activity log.

**Ethical Considerations**

Some ethical concerns while conducting this research related to the accuracy presented within my data and overall study. A concern when interviewing participants is privacy and confidentiality. I maintained integrity for all my participants by showing professional respect and accountability. I also gave consent forms to the guidance department head to distribute appropriately to one career counselor and one student
counselor at each school. I included two letter-sized envelopes (one labeled survey and one labeled consent form), two consent forms, and one survey and instructed teachers to sign one consent form if they wanted to volunteer for the survey and to seal this in the envelope labeled “consent form.” I instructed teachers to keep the second consent form. Teachers then completed the survey and sealed it in the envelope labeled “survey.” I also explained in the instructions that if they chose not to participate, they could seal the blank documents in the respective envelopes.

Every teacher, administrator and guidance counselor interviewed was protected from exposure and any legal obligations within this case. Confidentiality was my main priority, and I used pseudonyms to protect the identity of my school district and the individuals interviewed. The privacy of participants was protected by not using their names or any other identifying information. There was little to no risk involved in this study; however, if participants expressed any concerns, I professionally addressed those issues and ensured that confidentiality measures were in place at all times.

Student identities were not exposed throughout this study. All student data collected were anonymous and were not shared with any entity or organization. The identity of the school district was also anonymous and its identity protected. I used pseudonyms for everyone participating in this study and protected their identities and positions within their profession. Only I had access to all of the data, which I will keep in a locked cabinet at my home or on a password-protected hard drive for up to 5 years after the completion of this study, at which time I will shred all data.

From an ethical perspective and overview, I ensured the proper handling of material received from participants. I used paper surveys and or online surveys that were
confidential and designated a secure location for completed surveys. Surveys were either emailed back to me or returned to me in the provided envelope. Emails were confidential and were not shared.

**Data Analysis Techniques**

I analyzed the data by coding interviews and looking for themes within the completed surveys. I did not interview minor students, and all teachers, faculty, and other employees were recognized by first and last name initial. The coding interview method helped me define interpretations given and received.

The quantitative data were based on the number of students who had success with online courses. I evaluated other online learning tools that may contribute to students either completing classes or failing to meet the requirements of the classes in which they were involved. This helped me recognize some problematic areas of the curriculum as well as areas that have either hindered or helped student growth academically.

The qualitative data I gathered through interviews, surveys, and student observations. Analyzing this type of data through interviews helped me gain a better understanding of the online experience. It also allowed me to find ways of making the online experience better in terms of student achievement and progress.

**Conclusion**

In closing, a significant number of students struggle with computer-based programs. Not only do they struggle with the overall curriculum of these programs, they also struggle with understanding how to guide themselves through the lectures and practices. I believe stakeholders from all levels of the academic environment need to create a better working system that includes more teacher support, guidelines, and tools.
Furthermore, some students and teachers are less motivated with the formalities of some integrated programs for uncontrollable circumstances. Those circumstances can include overall assessments, academic prevalence, curriculum, and understanding of the entire program makeup. My experience working with online programs has enabled me to explore alternative solutions that can help students adapt to computer-based programs. With the help of educators and other stakeholders, I conducted my study to diagnose and discover better working systems for students to gain academic success, understanding, and achievement.

Throughout the remaining chapters of this dissertation, I answer questions that pertain to student achievement and understanding of computer-based programs. I also present resources that can be useful for students while completing coursework through computer-integrated programs. Using data on student success rates, I was able to recognize hidden indicators that cause negative feedback and performance on computer-based programs. I also was able to identify some positive aspects of these programs by comparing class completion and progress scores on a district scale.
CHAPTER FOUR: RESULTS

The research tools I used to gather data for a better understanding of online programs were surveys, student achievement data, and interview questions. I identified the following stakeholder categories: administrators, guidance counselors, and teachers. Although students have a significant role in online programs, their participation in this research was not needed. I provided surveys and interview questions to a total of 30 teachers, seven administrators, and six guidance counselors (Appendices A, B, & C). The interviews and surveys were completed in March of 2019 within the guidelines of the approved IRB.

Surveys

My plan for conducting surveys was formulated on approximately 150 participants from 27 high schools and four career centers within my district. I provided survey questions to guidance counselors and academic teachers with current and previous experience or knowledge of computer-based learning. Ultimately, I was unable to obtain 150 participants but was able to conduct surveys with 77 teachers.

Questions asked on the surveys were based on faculty experience and knowledge about computer-based programs. These survey questions were based on the benefits of virtual learning. There were 18 questions asked on the survey. The data were based on the participants’ overall perceptions of online programs. A few of the questions asked on the survey were:

1. What are some challenges students face when taking classes online?
2. What do you think is working well with virtual learning?
3. What areas of concern do online programs pose to student learning?
4. What needs to change with the academic makeup of online classes?

5. Can there be any added resources to online classes that would possibly make it better for student achievement?

In Questions 1 through 3, teachers were asked about their educational background, tenure within the school district, and what do they think is working well with online learning. In Question 1, I asked, “What is the highest level of education you have completed?” Of the 77 teachers, 71 (92%) had bachelor’s degrees. Seven (8%) had master’s degrees. None of the teachers had doctorate degrees. The degrees of the teachers are reflected in the Figure 1.

**Figure 1.** Responses to survey question 1, “What is the highest level of education you have completed?” (N = 77).

In Question 2, I asked, “How many years of teaching experiences do you have in this school district?” Of the 77 participants surveyed, 65 (85%) had six to ten years of experience in the district. Eight (10%) teachers had 11 to 15 years of experience, and 4 (5%) had 20 years or more experience in the district. Several teachers indicated that they
were working on advanced degrees, but they had not received the degrees at the time of the survey. Figure 2 captures the level of degrees of the teachers who participated in the survey.

![Pie chart showing distribution of years of experience](image)

*Figure 2. Responses to survey question 2, “How many years of teaching experiences do you have in this district?” (N = 77).*

In Question 3, I asked, “How long have you worked in your school?” Of the 77 participants surveyed, four (5%) had one year of experience at their schools. Eight had two to four years of experience teaching at their schools. There were 50 (65%) teachers with five to nine years of experience at their schools. Eleven teachers (15%) had ten to 14 years of experience, and 4 (5%) had 15 years or more years of experience working at their schools. See Figure 3 for a graphic representation of the teachers’ years of service at the school of their choosing. From this data, I surmised that teachers were relatively satisfied working in the schools they chose to work. There 65 (84%) or the 77 teachers who responded to this survey remaining in their schools. I should have had more probing questions as to why they chose to remain at their schools. I also gathered that I would
ascertain some interesting results from the teachers because of the experiences they have in teaching.

Figure 3. Responses to survey question 3, “How long have you worked at your school?” (N = 77).

In Question 4, I asked, “What do you think is working well with virtual learning?” Of the 77 participants surveyed, eight (10%) of the teachers indicated that virtual teachers helped students to progress. Eleven (15%) indicated that lab managers played a significant role in helping students to complete coursework. Another 11 (15%) teachers specified that the program design worked well. Nineteen (25%) teachers cited student self-paced participation was key in what worked well in virtual learning. Also, 27 (35%) indicated that completion time frame was significant in the working of virtual learning. See Figure 4 for the graphic presentation of what teacher felt was working well in virtual learning.

All teachers who participated in the survey responded to this question. They all had a viewpoint about specific key strategies, people or techniques that helped to make
their programs work for their students. An interesting point to stress is that not one teacher indicated that a combination of their strategies, people of techniques played a role; they indicated a single instrument made an impact.

![Figure 4. Responses to survey question 4, “What do you think is working well with virtual learning?” (N = 77).](image-url)

In Questions 5 and 6, participants were asked about the challenges students may face and their concerns about online programs and student learning. In Question 5, I asked, “What do you think is not working well with virtual learning?” Of the 77 participants surveyed, 25 (32%) of the teachers indicated that educational tools were not accurate. Twenty (27%) stressed that virtual learning needed more content. Thirty-two (41%) indicated that because the required program used in their classes were not student-friendly, it hindered student growth, and few of the students were not achieving academically. See Figure 5 for a delineation of what teachers felt was working well in virtual learning.
Similarly, to the previous responses to what worked well, the teachers answered this question and listed what they felt were not working well in their classroom with virtual learning. Even though, there are 77 teachers from different schools throughout the district, they all had similar thoughts of concerns. Like the responses for Question 4, the teachers listed a single concern and did not mention a combination of concerns.

![Figure 5. Responses to survey question 5, “What do you think is not working well with virtual learning?” (N = 77).](image)

In Question 6, I asked, “What are some challenges students face when taking classes online?” Of the 77 teachers surveyed, only five participants (6%) had little to no response. Of the remaining respondents, 38 participants (51%) noted academic dishonesty and motivation as concerns and challenges students face with online programs. A total of 12 participants (16%) agreed on resources as a potential challenge for students and 20 participants (27%) agreed that individual accountability could play an important factor in challenges faced with online programs (see Figure 6).
Question 6 allowed teachers to indicate their displeasure about the required virtual learning tool. They felt that it was not providing the students with support because it was not a student-friendly tool and students would revert to other programs like, *Khan Academy, Math Readiness, Brainly, Quizlet*, and *Math Academy*. Teachers indicated that students would access these programs and get the answers to the questions teachers were required to use. Teachers indicated that many of the programs share similar questions. Instead of students building knowledge by working out problems in math, they would seek out the answers to questions from the other programs.

*Figure 6.* Responses to survey questions 6, “What are some challenges students face when taking classes online?” (*N* = 77).

In Question 7, several groups of participants (i.e., teachers, counselors, lab managers, and other staff for a total of 96) were asked to identify areas of improvement to enhance student learning within online programs. I specifically asked, “What are some ways online programs can be more beneficial to student learning?” Thirty-seven percent of the participants (*n* = 37) agreed that more instructional resources should be available.
(see Figure 3). Also, 10 (13%) teachers indicated a need for more motivational tools. Five (7%) teachers felt that there was no need to change anything. Surprisingly, 33 (43%) teachers did not respond to this question. I inferred that either the teachers did not have anything to say or they did not have any information to provide at the time of this survey.

Figure 7. Responses to survey question 7, “What are some ways online programs can be more beneficial to student learning?” (N = 77).

In Questions 8 through 10, participants were asked about student learning as a priority and the benefits of online participation. In Question 8, I asked, “What areas of concerns does online programs pose to student learning?” Of the 77 teachers surveyed, 41 (53%) teachers indicated that student retention of academic information was an issue. Thirty-six teachers (47%) agreed that the accuracy of the program content hindered their receiving good information to better help their students (see Figure 8).

Teachers indicated that because students easily acquire information by using other program, they do not attempt to retain information to use on quizzes or end-of-the year assessments. Ultimately, students fail the assessments. Some students attempted to get
sanswers during assessments in which their tests are disqualified. Teacher firmly indicated that the content provided through the program was not accurate. Because of that, teachers created their own curriculum. This creative approach from the teachers brought about an imbalance in the curriculum. There is no uniformity.

In Question 9, I asked “What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?” Of the 77 teachers surveyed, 42 (54%) teachers agreed that lessons presented online helped students. Thirty-five teachers (46%) indicated that other programs attached to Edgenuity were beneficial for some students’ understanding (see Figure 9).

Teachers acknowledge that online learning was beneficial for students. They indicated that some students work well in that environment because they provided students with flexibility and did not focus on a lockstep routine. Students were able to work at their own pace. Teachers also mentioned that the same programs that students
used to get answers for assignments without going to the process of learning how to solve problems, they helped students to understand problems better because they provided better strategies and techniques. The programs were also student friendly.

*Figure 9.* Responses to survey question 9, “What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?” (N = 77).

In Question 10, I asked, “What do you envision as a better learning environment and organization for student achievement and learning?” Participants were asked to consider some alternative solutions that may better serve students in an online environment. Of the 77 participants, 42 (55%) agreed that adequate and effective resources were beneficial to student learning, 13 (17%) agreed the accuracy of online videos was important to student learning, five (6%) envisioned more parental support and accountability as a benefit for student learning, and 17 (22%) wanted to see traditional teachers available for online program support (see Figure 10).
Figure 10. Responses to survey questions 10, “What do you envision as a better learning environment and organization for student achievement and learning?” ($N = 77$).

Questions 11 and 12 were based on questions answered as not at all, somewhat well, moderately well, or extremely well. Questions related to overall satisfaction with online programs and student success. In Question 11, I asked “How much success do students have on computer-based learning programs?” Twenty-five (33%) participants said students were successful moderately, 20 (27%) said somewhat well, 10 (13%) said extremely well, 15 (20%) said not at all, and five (7%) did not answer (see Figure 11). From the data it was evident the participants felt the computer-based program was a success for students because most teachers indicated they saw success, either moderate, somewhat, or extremely. I surmised that teachers involved their students on the computers for significant amounts of time because of the success they saw in terms of students’ engagement.
Figure 11. Responses to survey question 11, “How much success do students have on computer-based learning programs?” (N = 77).

In Question 12, I asked, “How satisfied are you with student achievement while enrolled in online courses?” A total of 19 (26%) participants were moderately satisfied, 26 (36%) were somewhat satisfied, 18 (21%) chose not at all satisfied, 10 (14%) were extremely satisfied, and two (3%) did not answer (see Figure 12). The data from Questions 11 and 12 were very similar, as there was only one percentage point difference. Twenty-one percent of the teachers felt satisfied with student achievement while on computer-based programs. In addition, I could not tell if they were the same who were pleased with the engagement of the computer-based program and student achievement.
In Question 13, I asked, “What needs to change with the academic makeup of online classes?” Surprisingly, 42 participants agreed that online courses should be more challenging for students and provide materials for student learning, and 18 participants agreed that online courses should align with state standards. Currently, the program used within my district is a Canadian-based program. Another 15 participants suggested exams and end of course reviews be given on paper instead of online (see Figure 13). The results showed teachers did not feel the work or resources were challenging enough. They wanted a standardized curriculum and standardized assessment with a uniform end of course review. They would rather have paper and pencil tests than computer-based testing.
Questions 14 and 15 related to improving student understanding of the curriculum offered online and how certain programs might hinder student growth academically. In Question 14, I asked, “How can students improve their understanding of curriculum offered online?” Sixty-two (80%) of the participants agreed that more tools would help students understand curriculum. Eleven (15%) indicated that to improve students’ understanding of the curriculum they must align the content of the program. Four (5%) teachers did not answer the question.

Teachers on several occasions indicated that teachers need more motivational tools to keep students engaged. They indicated that students seemed bored with the curriculum and felt that if students had interesting and relevant material then students would be successful. Teachers also stressed that the state must align to curriculum, improve it and ensure that the curriculum is uniformed statewide.
Figure 14. Responses to survey question 14, “How can students improve their understanding of curriculum offered online?” \((N = 77)\).

In Question 15, I asked, “How might online programs hinder student learning?” A total of 23 participants suggested students could improve their understanding of the curriculum by reaching out to content teachers to gain a better understanding of lessons. A total of 27 participants suggested frustrations and certain distractors, such as phones, may hinder student growth academically. A total of five participants did not respond, and eight participants suggested students should be required to take notes and submit them before being allowed to take any exams. A total of 12 participants suggested more teacher presence in online settings to improve student understanding and achievement (see Figure 15).
Questions 16 through 18 concluded the survey portion of my study by asking for any additional suggestions that could potentially improve student learning. Participants were asked about added resources that would make the program better while potentially increasing student learning. There were several responses to Question 17 regarding the greatest challenges with increasing student achievement. Participants had similar responses to this question.

In Question 16, I asked, “Can there be any added resources to online classes that would possibly make it better for student achievement?” A total of 29 participants suggested more online teachers should be present in lab settings to help students grasp content, 23 participants suggested content teachers should provide learning materials for students that mirror the curriculum, 14 participants suggested books should be used to
complement lessons online, and nine participants did not respond to this question (see Figure 16).

Figure 16. Responses to survey question 16, “Can there be any added resources to online classes that would possibly make it better for student achievement?” \( (N = 77) \).

In Question 17, I asked participants about the greatest challenges in increasing student achievement concerning computer-integrated programs. Specifically, I asked, “What are some of the greatest challenges in increasing student achievement with regards to computer integrated programs?” A total of 47 participants suggested student interest and engagement were concerns with online programs, 13 participants suggested parental guidance as a key factor in increasing student achievement, 13 participants suggested available resources such as computers as a challenge to increasing student achievement, and two participants did not respond to the question (see Figure 10).

In Question 18, I asked participants “What suggestions would you make to improve curriculum and academic resources and tools?” A total of 47 participants noted there was room to improve online learning programs and agreed that changing how
students perceived the curriculum was vital to their academic tenure within the district. Changing the outlook on program content and adding more resources and tools would increase engagement and achievement within multi-tier classroom settings.

**Figure 17.** Responses to question 17, “What are some of the greatest challenges in increasing student achievement with regards to computer integrated programs?” \( N = 77 \).

**Interviews**

The interview process was useful in gaining a better understanding of how computer-based programs can affect a learning environment. I interviewed administrative staff, guidance counselors, and experienced virtual teachers who had experience with the computer programs used in your district. Most of the interviewees were very knowledgeable about how these programs worked and how well students adapted to the curriculum online.

I chose the interviewees based on their level of experience and expertise with online programs. I attempted to interview teachers who were not familiar with online programs first, followed by individuals who were experienced. I asked 17 questions
during the interview sessions that contained a focus on suggestions, challenges, and concerns with online classes. Interviews were conducted professionally, and all interviewees were given an equal opportunity to elaborate on questions if necessary. Interviews were no longer than 30 minutes and interviewees were anonymous to other interviewees.

My intentions for the interviews were to have a representative from each school within my district. At the completion of the data collection, I was unable to conduct interviews of administrators, guidance counselors, and virtual teachers at each school site. I interviewed a total of 15 administrators, eight guidance counselors, and five virtual teachers. All 28 interviewees willingly participated on their own and were not tricked or forced to answer any questions.

All interviewees who agreed to participate were seasoned veteran administrators, guidance counselors, and teachers. They were aware of the coursework and curriculum guidelines associated with online learning programs. There was an approximately 25% to 35% participation rate among representatives of my district. I felt as though some district employees did not want to participate based on the format of the questions asked. I initially wanted a higher percentage rate of interviews but was very much satisfied with the outcome of the data collected.

**Administrator Interviews**

In the first question, I asked, “What do you know about online programs?” Administrators were very eager to add insight on their knowledge and expertise on certifications and curriculum associated with online learning. Most of the administrators I interviewed had multiple certifications and were familiar with online programs. Having
the right certification and knowledge of the curriculum was important to every administrator I interviewed. If those implementing the program lack academic certification and understanding of the materials presented online, students may not be successful in attaining the curriculum online.

The second question I asked during the interview sessions focused on years of experience in the field of education. I asked, “How much experience do you have in education?” There was a total number of 39 plus combined years for all interviewees in the field of education. This was very positive and encouraging for student success and academic growth. Administrators agreed that the number of years in education did not necessarily equal student success but would play a significant role in adhering to some type of role in student preparation and academic understanding.

In Questions 3 through 5, I asked interviewees about their personal experience working with students taking courses online. In Question 3, I asked, “How much experience do you have working in multi-tier classrooms?” Most of the administrators I interviewed did not have any personal experience working with students in an online setting. This was not a direct surprise to me; however, they all were familiar with specific curriculum guidelines and the formatting of programs offered online to students. Seven of the 15 administrators I interviewed spent a significant amount of time in a classroom setting helping both students and teachers get familiar with online program expectations. In Question 4, I asked, “What are your overall thoughts on computer-based programs?” Approximately 90% of the administrators I interviewed considered computer-based programs to be effective for student learning.
In Question 5, I asked, “Do students practice academic honesty in online learning classrooms?” Approximately 80% of the administrators I interviewed perceived academic honesty as a concern. Furthermore, those seven administrators would go back in the classroom, if needed, to increase student understanding of the curriculum and academic promotion. They were all familiar with the concepts of online learning and the benefits to student success. They all were very concerned with how students maintained academic honesty and understanding of the coursework offered online. Within self-paced programs, monitoring student progress and understanding of the curriculum is vital in building an effective academic learning institution.

In Question 6, I asked, “Which online programs have been effective for student learning?” Approximately 85% of the administrators opposed self-paced learning programs that were not essential to student growth. Administrators wanted to see a more hands-on approach in addition to online learning. They appreciated self-motivated programs but wanted to see traditional teaching concepts associated with online programs. Administrators wanted to see more teacher involvement to help students gain a better understanding of the curriculum and instructions.

In Question 7, I asked, “Describe what helps students become successful in online learning classrooms.” Approximately 75% of the interviewees noted student participation and self-motivation played significant roles in academic success while taking online courses. Approximately half of the administrators interviewed agreed that students dictated their own success through participation and completion of courses. Interviewees agreed that students needed direct instruction and learning to be able to grasp the overall academic concepts within the curriculum presented online. Self-motivation seemed to be
one of the only issues not working well with online learning programs. Questions 8 and 9 had the same responses from administrators. In Question 8, I asked, “What hinders student growth?” They all agreed that student growth and potential issues could hinder student growth. Twelve administrators favored Edgenuity over FLVS because of the consistency in terms of teacher involvement and student success. Edgenuity was favored within my district because experienced virtual teachers provided hands-on assistance to students throughout their courses. In Question 9, I asked, “Do you feel teachers and students have the necessary resources and tools needed to be successful in multi-classroom settings?” All administrators considered helpful resources and tools were needed for students to be successful but said there were not enough available in lab settings.

In Question 10, I asked administrators about areas of online learning that may hinder student growth and understanding. I asked, “Describe some areas that may hinder student growth in online classroom settings?” Approximately 90% (n = 13) of the administrators were concerned with lectures and the overall format of the curriculum presented online. Ten (67%) administrators were concerned with how students retained content from online programs. They felt students could guess themselves through the content without retaining any information needed for future assessments.

Questions 11 and 12 had similar responses from administrators. In Question 11, I asked, “What are your overall thoughts on multi-tier classroom settings?” Administrators loved the idea of integrated programs but wanted to see a better working system in place for student achievement. They all stressed the importance of students passing courses and
fulfilling graduation requirements. For students who may struggle with the overall concept of online learning, having certified teachers available for help is important.

In Question 12, I asked, “What do you think students may benefit more from within multi-tier classrooms?” Administrators felt there was a need for more available support in online learning settings for struggling students. Students who have helpful resources to use while working in integrated learning environments have a better opportunity of successfully completing coursework.

In Question 13, I asked administrators about any improvements they would suggest to online learning programs. I asked, “What are some suggested improvements to online learning classes and classrooms?” Approximately 60% ($n = 9$) of the administrators I interviewed reported student accountability as their biggest concern. They stated being able to ensure students were prepared and maintaining consistency with coursework was vital to students’ success. Forty percent ($n = 6$) of the administrators suggested that teachers should create a portfolio to track student progress and demonstrate academic growth and completion. Administrators agreed that more support from content teachers would help students with the online curriculum.

In Questions 14 and 15, I asked the administrators about student concerns and challenges with online classes and coursework. In Question 14, I asked, “What are some challenges students may face while enrolled in online classes?” Eighty percent ($n = 12$) of the administrators were concerned about learning curves and student production with the coursework offered online. Students often would become complacent with content and lacked engagement with the coursework. In Question 15, I asked, “What are notable responses from students that struggle with coursework online?” Administrators noted this
behavior based on data they gathered on the pass and failure rates among students enrolled in courses online. They used data from test scores and course completion and non-completion rates.

Question 16 received the most responses from 80% \((n = 12)\) of the administrators I interviewed. I asked, “Are online classes more effective than traditional classes?” Administrators based their answers on student production and capabilities. Some students can handle a rigorous online curriculum and some students cannot. Some students may be more adaptable to a traditional learning environment versus online learning. Administrators agreed that both academic environments could be useful in any learning organization to help students reach academic goals.

For Question 17, I asked for “Any other comments, suggestions or concerns?” There were no other suggestions mentioned that were not already mentioned in the interview sessions. Administrators were all inclined to increase teacher availability and student preparation. The more teacher involvement in online learning environments, the more productive students may become.

Guidance Counselor Interviews

Most of the guidance counselors I interviewed had the same viewpoints and ideas as the administrators. They all wanted to see positive changes within online learning to enhance student achievement. I asked eight guidance counselors 17 questions during the interview process. Because of a lack of feedback and volunteers, I was unable to interview more counselors. However, I was satisfied with the results and answers to the questions asked. In Question 1, I asked, “What do you know about online programs used
in the district?” All counselors interviewed had expertise in online learning program. Guidance counselors worked with all online programs used in the district.

In Question 2, I asked, “How much experience do you have in education?” All counselors interviewed had over 5 years of experience working in education. With their experience in education, the guidance counselors wanted to see better practices available for student achievement and production. They stated more resources and tools needed to be implemented in online classroom settings and teachers should have a better rapport with students. They were satisfied with the overall online format but wanted to see more teacher involvement. More teacher involvement would give students a better understanding of the curriculum and provide academic relevance to online programs. In doing so, this would increase student success and achievement. Questions 3 through 5 concentrated on personal experience working with students in multi-tier (combination of online and traditional) learning environments.

For Question 3, I asked, “How much experience do you have working in multi-tier classrooms?” Approximately 72% of the counselors interviewed worked with students in these types of learning environments. In Question 4, I asked, “What are your overall thoughts on computer-based programs?” Guidance counselors were concerned with the level of work presented to students online. From their experience, students rushed through the content and tended to lose academic honesty with courses. They used websites such as Brainly, Socratic, Mathway, and other plagiaristic sites for answers.

In Question 5, I asked, “Do students practice academic honesty in online learning classrooms?” Academic honesty was a big concern for counselors and they wanted to see better tools in place that would discourage students from practicing unethical values
while in computer-based learning environments. This particular behavior hindered student growth and attainment of content, which could ultimately lead to failure. Counselors were also concerned with the time restraints placed on online classes. Students did not have a systematic plan in place to guide them through lessons on time. Counselors wanted to see more guidance and understanding of time when enrolled in online classes.

I asked about the benefits of online classes in Question 6. I asked, “Which online programs have been effective for student learning?” Counselors gave positive feedback and suggestions for how students could complete multiple courses and graduation requirements. Online courses allow students to reach graduation requirements at their own pace. The self-paced design enables students to work and complete courses on their own. Counselors agreed that most students enrolled in online classes could complete courses and fulfill graduation requirements. However, students who were not disciplined and motivated often had issues with the online format and ultimately struggled with completing courses.

In Question 7, I asked, “Describe what helps students become successful in online learning classrooms?” Guidance counselors were concerned with student participation and self-motivation. That was a major concern that played a significant role in their academic process while taking online courses. Approximately half of the counselors interviewed agreed students did not take the courses seriously, which was something that needed to change. The interviewees all agreed that students should have consistent lectures from teachers that would help them in grasping the overall academic concepts in
the curriculum presented online. Self-motivation and self-paced practices seemed to be issues within these types of learning environments.

For the most part, my interview sessions with guidance counselors were very informative. In Question 8, I asked, “What hinders student growth?” Approximately 45% of the counselors I interviewed considered resources to be hindrance for student growth. Equipping students with the right resources and tools is key to their success. In Question 9, I asked, “Do you feel teachers and students have the necessary resources and tools needed to be successful in multi-classroom settings?” Guidance counselors wanted to see more resources available in lab settings for both students and teachers. In doing so, this would help satisfy multi-tier learning goals and increase success rate.

Furthermore, counselors suggested students should be required to take end of course exams on a traditional wheel (i.e., pen to paper) instead of online. This would hold students accountable. Furthermore, this idea will show student growth and knowledge of the curriculum. Counselors found through their own experience that students lacked knowledge of content and did not show growth. They guessed themselves through the curriculum without any evidence of attainment. Counselors found this to be a major problem with how well students learned.

In Question 10, I asked guidance counselors about areas of online learning that may “hinder student growth and understanding.” Approximately 95% of the counselors were concerned with the lecture piece of online programs. They were also concerned with the consistency of the content presented to students. Counselors focused on the retention of lessons learned and wanted to see more academic development in that department.
They felt as though students guessed themselves through the content and disregarded the overall academic plan.

Questions 11 and 12 received the same responses from counselors. In Question 11, I asked, “What are your overall thoughts on multi-tier classroom settings?” They all stressed the importance of parental support and student engagement. With these two attributes in mind, students can possess the necessary support to fulfill graduation requirements. In Question 12, I asked, “What do you think students may benefit more from within multi-tier classrooms?” For students who struggle with motivation and engagement, having certified teachers available for help is important. Counselors suggested more academic support from teachers would benefit student achievement and all other hidden indicators addressed within this program.

In Question 13, I asked, “What are some suggested improvements to online learning classes and classrooms?” They all agreed that accountability was the key to student success. Holding both teachers and students accountable for achievement in online learning environments is vital. Counselors believed all student progress should be tracked by a content area teacher, and noted the importance of having a proactive plan in place to combat mismanagement of coursework.

In Questions 14 and 15, counselors were asked about student concerns and challenges with online classes and coursework. In Question 14, I asked, “What are some challenges students may face while enrolled in online classes?” Counselors agreed that learning curves and student engagement were issues. Students often became distracted and out of sync with the coursework. They tended to get relaxed and complacent with materials. In Question 15, I asked, “What are notable responses from students that
struggle with coursework online?” Some courses were too challenging and other courses were even more challenging. The consistency was not there in some programs.

In Question 16, I asked counselors whether “online classes were more effective than a traditional classroom setting?” Approximately 50% considered online learning environments to be ineffective because of the inconsistencies, and 50% believed online classroom settings to be effective if the right resources were in place. The answers seemed to contradict their previous answers but gave me some insight on this projected change agent. Guidance counselors liked multi-tier learning environments if the situation was right. They continued to stress consistency and student engagement within these parameters and wanted to see change.

For Question 17, I asked for any, “Comments, suggestions, or concerns?” There were no other suggestions provided that were not already mentioned in the interview sessions. Guidance counselors appeared to have put much thought into their answers and gave helpful insight on how to address problematic areas within this program. The more teacher involvement in online learning environments, the more productive students may become. The more support in these learning environments, the more chances of achievement and student engagement.

**Virtual Teacher Interviews**

Interviewing virtual teachers was very meaningful to the collection of my data. Their responses to the questions asked gave me a better understanding of how integrated programs are designed and operated. Virtual teachers gave some insight into how students may struggle with maintaining academic integrity and participation within their online courses. In response to several hidden indicators of frustration and confusion,
students may tend to speed through the coursework with no full understanding of the content. Doing so will hinder them from any potential academic growth and fulfillment.

In Questions 1 and 2, I asked the virtual teachers about their specific certification and years of teaching experience. For Question 1, I asked, “What subject matter are you certified in?” All five virtual teachers were certified in math, English, science, and history. In Question 2, I asked, “How many years of teaching experience do you have in this school district?” They all had at least 5 years of experience teaching in the school district.

In Question 3, I asked, “How long have you been teaching integrated programs?” All five virtual teachers had a minimum of 5 years teaching computer-integrated programs and they all currently worked with the Edgenuity program. In Question 4, I asked, “What computer integrated learning programs have you worked with?” The virtual teachers were experienced in various subjects that coincided with their subject area.

In Question 5, I asked, “How familiar are you with computer programs?” All virtual teachers interviewed said they were familiar with the district’s approved program for integrated learning. Approximately 60% were not familiar with FLVS and its impact on student learning, and another 40% had knowledge of the FLVS online learning tools and resources but were not familiar with its overall content. The online program the district curriculum specialists currently used (i.e., Edgenuity) included the provision of training, resources, and tools to help teachers guide students through all academic content.

In Question 6, I asked, “What aspects of computer programs are beneficial to student learning?” Virtual teachers agreed that video lectures were beneficial to student
understanding of content. Lectures presented to students were helpful in understanding
the curriculum and coursework. Approximately 40% of the virtual teachers agreed that
lectures could be confusing to some students and noted they may need to add more
resources to the content. Approximately 60% of the virtual teachers agreed that lectures
were precise and beneficial to student engagement and success. All five virtual teachers
agreed that more resources and tools would contribute to student success and
understanding of the curriculum and program standards.

In Questions 7, I asked, “What do you think is not working well with integrated
programs?” Virtual teachers agreed that the Edgenuity program needed to contain more
resources for students to use throughout their coursework. The availability of teachers in
learning labs has been a problem with Edgenuity. In Question 8, I asked, “What are the
greatest challenges students face with computer integrated programs?” Students’ greatest
challenges with computer-integrated programs were having enough motivation and
available resources. In Question 9, I asked, “What are some areas of concern do you have
with virtual learning?” Virtual teachers also agreed that not having enough teachers
available for students was not working well with the program.

For Question 10, the virtual teachers’ responses mirrored those for Questions 6
and 7. In Question 10, I asked, “What areas of online learning do you consider to be non-
useful and can hinder student learning and understanding?” Areas of online learning
programs they considered to be non-useful were lectures and online content. Although
60% of the virtual teachers agreed that lectures were beneficial, they also recognized
some issues with using lectures in terms of their effect on student achievement. Those
issues included, but were not limited to, resources, teacher support, the accuracy of content, and student motivation.

In Question 11, I asked, “What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?” Virtual teachers considered the self-paced outline of the curriculum for students who struggled with computer-based programs. Approximately 30% of the virtual teachers interviewed considered books and resources in addition to online content to be beneficial to student learning. Approximately 70% of the virtual teachers interviewed stressed the need for more academic teachers in learning labs combined with traditional instruction. Both ideas seemed to be realistic and could help motivate students to complete coursework promptly.

Responses to Question 12 mirrored those for the previous question. In Question 12, I asked, “What do you envision as a better learning environment and organization for student achievement and learning?” Virtual teachers all envisioned a better positive learning environment by providing students with all the academic essentials needed for achievement. Being able to provide students with the best possible resources in any online learning environment was the primary focus for all the virtual teachers I interviewed. Adding additional benefits to Edgenuity’s overall program would allow students to grasp the content in an effective manner and complete coursework.

In Question 13, I asked, “What suggestions do you have, if any, to improve computer integrated learning labs?” There was very little response from virtual teachers. They all agreed that learning labs were designed to fulfill academic coursework and did not need to be changed. They also agreed that most labs throughout the district needed
computer upgrades and a better programming module in place to back Edgenuity’s design. Examples of the programming modules virtual teachers discussed were Google Chrome and the latest version of Windows. The newest version of Windows should include a better program for videos and perhaps add on a live video chat for students.

In Question 14, I asked, “What are students’ biggest concerns while completing classes online?” Virtual teachers noted several inhibitors students showed while participating in classes online. Those inhibitors included an overall understanding of the curriculum presented, a timeline to complete courses, available resources, and the accuracy of lectures given. Students welcomed the idea of enrolling in online classes but seldom followed the guidelines needed to be successful and to complete coursework promptly. One of the biggest concerns for students was adjusting to rigorous content and learning online concepts to complete the coursework.

In Question 15, I asked, “What are some challenges you think students may encounter in online classes?” Virtual teachers’ answers mirrored those for the previous question. Students found the overall approach to online classes to be difficult. They had issues grasping the concept of how coursework was presented and outlined. Students were also challenged by lectures presented online and not being able to use tools and resources.

In Question 16, I asked, “Are online classes more effective than traditional classroom settings?” Virtual teachers were asked to compare online classes to traditional classroom settings. Approximately 30% of the teachers interviewed remained neutral between the two types of learning environments. They considered both avenues to be effective and workable solutions to increase student achievement. Approximately 70% of
the teachers interviewed considered online classroom settings to be more effective than traditional learning environments. Teachers agreed that online learning environments may be less stressful than traditional learning classrooms because they are self-paced.

In Question 17, I asked virtual teachers whether they had any additional comments, questions, or concerns.” During my interview sessions with the virtual teachers, I learned how online programs are designed to benefit student achievement and success. These programs promote positive academic reinforcements that will allow students to complete courses promptly. Students are also able to work at their own pace while learning efficiently and effectively. Virtual teachers were happy with the online learning tools and resources but suggested more teacher involvement in labs to increase the chances that students will retain the curriculum.

**Organizational Changes**

The stakeholders involved in this study provided an abundance of data that will be useful in improving online learning environments. From an inclusive point of view, I recognized the need for changes within the overall curriculum formatting of online learning programs. The need for better resources and tools prompted me to seek other methods of operation for student success and achievement. I have several years of experience working with computer-based programs and already was familiar with some of the problematic areas of those programs. Organizational changes need to occur in order to gain a clear view of competencies, culture, and conditions by stakeholders, which describes the overall context for this program.

The findings within this study clearly showed what students need to be successful in multi-tier learning environments. Students are enrolled in self-paced learning courses
with a minimum amount of resources available. Teachers and other staff members working in online classrooms are not familiar with the overall context of curriculum presented online. Students and teachers lack adequate support from district curriculum specialists in order to grasp concepts presented in the programs. These findings are critical in creating new systematic approaches for student learning and a positive pathway for the future of online programs that may be used in multi-tier classroom settings.

The changes made to the academic wheel within the last 10 years were astonishing. The district’s curriculum specialists used several programs to increase student achievement but never implemented the right resources and tools for teachers and students to follow. My experience has shown me that students need more classroom lecture time in order to master curriculum presented on computer programs. Teachers need more support from district curriculum specialists and school leaders to properly assist students through self-paced programs. The changes that need to occur within these parameters are significant to the future of education and student growth.

The problem I face with online learning tools in Prestige School District is not having adequate support for student engagement and achievement. I feel the program could be improved drastically based on the data. Through the various qualitative and quantitative data collected, stakeholders identified specific areas for improvement that I used in creating this change plan. This new plan reflects a better academic wheel for students to follow through their academic tenure in Grades 6 through 12.

Using Wagner et al.’s (2006) 4 Cs change model, I identified the overall makeup of online learning programs throughout my district and state as it related to the findings of this program that support the need for improvement. Within this model, the 4 Cs
represent context, culture, conditions, and competencies. The current state of the organization within the 4 Cs model is represented by the “As-Is” model (see Appendix D), and where the organization’s leaders hope to proceed is known as the “To-Be” model (see Appendix E). In evaluating the four areas within the current model and having gained a clear understanding of where the program previously existed, I developed a systemic plan to build student engagement and increase their success.

Context

The context of the changes to this program represents resources needed by teachers and staff members to ensure appropriate instruction is occurring to give students a better chance of becoming successful while enrolled in online courses. Within this study, context related to a clear understanding of multi-tier programs as essential to establishing appropriate content and layout so students are comfortable with the curriculum and academic presentations in order to be successful. District curriculum specialists and other stakeholders also need to recognize and understand their roles in developing multi-tier learning environments that will increase student achievement. The instructional materials and content within online programs should mirror district and state academic needs. Those materials will benefit all stakeholders involved and provide an effective learning environment for future consideration. Each area within this grouping of context plays a substantial role in representing the program’s status and proxy.

Culture

Wagner et al. (2006) identified culture as, “The shared values, beliefs, assumptions, and behaviors related to students and learning, teachers, and teaching, instructional leadership, and the quality of relationships with and beyond the school” (p.
Within the current structure of computer-based programs, the culture surrounding its makeup appeared to be suited for student capabilities. Through the program, students are placed in a “bubble,” accounting for their own engagement and production of the content given. Students also seem to adapt to the lack of teacher support by seeking alternative resources such as Brainly, Quizlet, and other support systems. There was a positive feeling of production among stakeholders that computer-based programs were effective and efficient in terms of increasing achievement and graduation rates.

In addition, there was no accountability in place for students or teachers within the grounds of these learning environments. Students who pursued alternative resources such as Brainly and Quizlet used those websites as an unethical advantage to complete courses. The online learning culture of the district established an operational system that appeared to work; as a result, there was no sense of urgency to change directives, policies, or procedures. From the district leaders’ point of view, those in the academic community were content with the learning culture and the results. As long as the end results were positive, there was no need to consider a new change agent.

**Conditions**

Considering the feedback provided by stakeholders within this project, I recognized several conditions that played a significant role in why this program needed change. With student engagement and learning curves in mind, the need for change became more relevant. Providing better avenues and resources for student understanding of content would be beneficial to the future of computer-based learning. It was evident that few resources were considered during the integration of online learning programs. The conditions of multi-tier classrooms should mirror traditional learning environments.
Teachers throughout the district recognized the inconsistency in terms of available resources and student engagement tools. It also appeared there was inconsistency with teachers being familiar with program content and details for suggested curriculum and content presented to students. More professional development on content and curriculum was needed during the summer months for teachers to grasp the overall program of online learning tools. In order to be consistent with student needs, more available resources for teachers, faculty, and staff members should be implemented throughout the school year or summer months.

**Competencies**

Wagner et al. (2006) defined competencies as “the collection of skills and knowledge that influences student learning” (p. 99). This study exposed several hidden indicators of negative engagement strategies by students and showed a decline in teacher support. Students did not appear to have a clear understanding of the content presented online and did not have adequate support to get through courses without using outside resources. There are areas of the online programs used in my district that are not student friendly. One example of a program that is not consistent with student engagement is Edgenuity. This program not only lacks student engagement, it lacks the consistency with content that mirrors district and state guidelines.

To this point within this study, my unanswered questions focused on the culture I wanted to create as a future leader and current advocate for student enrichment and change. The welfare of student achievement and academic prominence depended on the new changes I proposed. There were many considerations to evaluate while designing this new change plan and there was no room for error. My next steps within this project
involved a specific analysis of the “As-Is” state and the identification of those specific areas of the program to target for improvement (see Appendix D). I determined the specific areas of need and created a strategic plan for change.

After identifying the specific areas, I created a plan of action to address each area. This plan would become the foundation of an effective and efficient academic wheel that would lead to student success. Once this plan is initiated, all faculty and staff members will have adequate resources and tools to help students advance to the next level of their educational paths. Through proper training and involvement from district curriculum specialists, students within Prestige School District will advance to a new level of achievement and leaders will engage in a form of advocacy for other district leaders to follow.

**Interpretation**

The findings within this project were intriguing and offered a clear, direct picture of student needs while enrolled in online learning programs. With stakeholders involved, the process of instituting a new academic wheel was exceptionally valuable in developing a better learning environment for students and teachers. Online programs within my district and around the state are designed to increase student achievement and provide academic relevance. After gathering data, I was able to create an effective gateway for student success and engagement.

The results of my data collection showed leaders in Prestige School District did an outstanding job of increasing the graduation rate from 79.1% (2015-2016) to 86.2% (2018-2019). This reflects an approximately 7% increase over the course of my study into computer-based programs. The district leaders focused on a continuous improvement
plan that ensured all stakeholders involved would be moving forward in the current academic wheel. All stakeholders within this program of study contributed to the sharing of effective and ineffective attributes that would be used toward improvements in this learning environment. With those attributes in mind, the current system in place would immediately take on positive learning skills that would immediately increase graduation and achievement rates.

Furthermore, I was able to use specific comments and focus areas expressed through surveys and interviews. Those methods of data collection allowed me to consider additional improvements to make the program more effective for student learning and allow teachers to essentially grow within the specific online content presented to students. In doing so, I was able to look deeper into staff needs and the student engagement piece, created to grasp student attention toward curriculum.

The reported findings from this study were accurate and precise. The opportunity to collect and find answers to my initial questions was presented in a safe manner for full disclosure of participants. With the district leaders having a focus on a continuous improvement plan, the timing was just right to conduct this program study. The stakeholders present within this study were eager to be a part of a new plan that could eventually influence other school districts within the state. The research and study within this program allowed me to discover positive avenues that will have positive effects on Prestige School District’s academic future.

Judgments

The goal of this program study was to evaluate the specific areas stakeholders considered to be most important to online learning environments. Exploratory and
secondary questions asked during this study focused on areas of improvement and future considerations for computer-based learning programs. Participants included virtual teachers, guidance counselors, additional faculty and staff members, and administrators. The initial exploratory questions focused on (a) What do the stakeholders (administrators, teachers, guidance counselors) report is working well with computer-based programs (Edgenuity, Florida Virtual); (b) What do the stakeholders (administrators, teachers, guidance counselors) report is not working well in computer-based programs (Edgenuity, Florida Virtual); (c) What do the stakeholders (administrators, teachers, guidance counselors) suggest are the greatest challenges in computer-based programs (Edgenuity, Florida Virtual); and (d) What do the stakeholders (administrators, teachers, guidance counselors) report as ways to address the challenges or improve the computer-based programs (Edgenuity, Florida Virtual).

The secondary questions I asked were (a) What areas of online learning do administrators, teachers, and guidance counselors consider to be non-useful and can hinder student learning and understanding; (b) What do administrators, teachers, and guidance counselors consider to be beneficial to student learning and online participation for students who struggle with computer-based programs; and (c) What do administrators, teachers, and guidance counselors envision as a better learning environment and organization for student achievement and learning. My initial plan was to conduct research on former students to gather first-hand responses on their outlook of online programs. After further research and thought, I decided to focus all of my research on teachers, administrators, and guidance counselors. Through these stakeholders, along
with my experience working in online learning environments, I gathered enough information to determine the needs of this program of study.

The teachers provided several responses I felt were substantial in changing the outlook on computer-based learning. Through surveys and interviews, I recognized them as helpful indicators that would benefit effective change within the parameters of classroom learning. I wanted to interview and survey 10 teachers per high school within the school district but was not successful in doing so. The teachers who did volunteer for this project provided some insight on what to focus on within this study. The information I received was monumental in planning an effective roadmap to student engagement and achievement.

A total of 77 teachers identified specific strengths I can address in the future. The program will benefit from the contributions of these teachers and what they perceived would be beneficial to the future of online learning programs. The specific findings throughout this study were based on responses by teachers who had first-hand experience with online programs. The teachers had either worked with Edgenuity or had experience working with the program throughout their tenure at Prestige School District. Other teachers involved in this study had little experience with Edgenuity but were more familiar with FLVS and other integrated programs used in classroom settings.

Classroom teachers with more than 5 years of experience noted that academic dishonesty and a lack of motivation were major concerns. I found it to be disappointing and overwhelming that students are not ethically engaging in learning in this type of environment. Through my own experience working in multi-tier classroom settings, I recognized similar attributes among students enrolled in online courses. I found it
difficult for students to maintain academic honesty and engagement with certain courses. The content was difficult and not very precise for students to maneuver through coursework.

A second significant finding by teachers was concerns with adequate resources and tools as a problematic area with online programs. I felt this was a critical finding. For students to be successful in their academic learning, they need to be equipped with helpful resources and tools in order to move effectively through coursework in any learning environment. Being able to understand the curriculum and execute its content is valuable to student success. This is a necessary project within the program and would make sense to develop in the best interest of student success.

A third finding by teachers was students not holding themselves accountable for completing coursework in a timely manner. Holding teachers accountable for content and understanding of curriculum is key to their success, but students should also have that same responsibility in having the urge to do the work. This finding was important in building a consistent rapport with students and their academic needs. Without accountability, online programs cannot function correctly and could eventually falter. Students who do not understand the importance of completing coursework in a timely manner will not be able to handle multi-tier learning environments.

Finally, it appears Edgenuity is one of the district’s most highly used programs in online learning classrooms. Approximately 70% of the students throughout Prestige School District enrolled in online classes use Edgenuity to complete coursework. FLVS has a high enrollment rate for students throughout my district but Edgenuity is the program of choice for my district curriculum specialists. Although there are several
issues with the program, the district curriculum specialists spend a lot of money supporting this learning tool and use it as a representation of district practices. With the findings from teacher surveys and interviews, I was able to move forward with creating a solution to better serve the students of Prestige School District.

The guidance counselors interviewed and surveyed throughout this project are greatly appreciated. Their contributions to student success and achievement are held in high regard. Guidance counselors decide what courses will work for students and provide a time table of credits needed for graduation purposes. Without their considerations and plan of action, students would not know how to move forward with gaining credits and completing academic requirements. Their considerations and contributions to student learning are critical within the grounds of this study.

Guidance counselors were concerned with the content presented through online programs. Their concerns were solely based on state and district guidelines mirrored by the Common Core Standards. A total of eight counselors were interviewed and surveyed, with all agreeing that the online program used within the district was not as effective as they thought it would be. The overall content was not relative to state standardized testing preparations. Overall, guidance counselors felt there needed to be an adjustment to the curriculum presented in online programs and noted it should mirror the academic content used by state and district curriculum specialists. It was very positive to hear in my findings that counselors had students’ best interests at heart.

Adequate curriculum and content has been a concern in online learning environments since the beginning of the implementation stage of certain programs introduced within the district. This is a finding that I will explore further, assuring
students have the necessary content available to prepare for state and district testing. This is also a finding I can use to ensure students enroll in the correct courses. Guidance counselors also suggested online programs should have more relevant lectures attached to the curriculum presented to students. This study made me question the decision of supporting egregious online programs that lack effective academic content.

Finally, guidance counselors wanted students to take end of course exams on paper after completing coursework online. They all were passionate about ensuring students were grasping the content and using all resources and tools available. With the current programs used, students take end of course exams online. Taking tests on paper would show students’ knowledge of curriculum and give teachers a better idea of whether the coursework and practices are effective.

The administrators within Prestige School District provided accurate information on the overall makeup of the programs used throughout the district. They provided information that was useful in recognizing the positive tools that online programs present to students. These positive tools help students grasp a better understanding of course guidelines and content presented. Administrators ensured students were making gains in their coursework and learning at an effective rate. They also noted students who worked on self-paced programs were more likely to complete courses in a timely manner.

One concern I identified was how administrators shared the same concerns with computer-based programs. They were specifically fond of implementing more online courses for seniors and juniors behind in credits. The primary goal of school leaders is to ensure graduation rates exceed district guidelines and expectations. This was something
that immediately caught my attention and raised concern. This is definitely something that will be addressed in the near future upon completing this change agent. During the interview process along with surveys, student achievement and effective academic strategies arose. It appears administrators believed few changes to the makeup of online programs and curriculum strategies needed to occur. Although they expressed some concerns, they all agreed that online programs were beneficial to student completion rates. During my time spent with the administrators, I gained valuable information that helped me realize the importance of preparing students for life through academics. Based on this study, I will analyze my proposed change and consider all aspects of concerns from each interviewee.

One of the greatest findings within this process from school leaders was the understanding of transitions made by the teachers to stabilize online learning environments. Administrators noted the importance of teachers sharing effective strategies with students to build rapport of curriculum presented in online programs. As a result, many teachers received necessary assistance from guidance counselors and other staff members through informal means. This gave me the opportunity to understand the importance of designing an effective academic wheel for both teachers and students. Last, in working with the administrators, the idea of formulating effective strategies and implementing shared ideas resonated with me.

**Recommendations**

This program study and evaluation exposed many responses to the various exploratory and secondary questions regarding computer-based learning throughout Prestige School District. The exploratory and secondary questions focused on what works
and what does not work in multi-tier environments, the greatest challenges for students, and student and staff perceptions of online learning programs. This was a strategic means of gathering pertinent data on curriculum interest and content. The introduction of a new approach to effective learning will benefit all stakeholders involved. All stakeholders who participated in this study identified positive attributes that will be useful in creating an effective learning wheel for academic promotion throughout my district.

It is my recommendation that in response to the findings of this study, computer-based programs used throughout my district will become more relatable to student advancements and achievement. By identifying several areas to address and change, the task became clearer to me. Areas within this study were identified as multi-tier classroom settings, computer-based programs, student engagement, effective resources, and efficient curriculum alignment. These areas are specifically addressed and reviewed in Chapter 6 of this project. Each stakeholder contributed to this study with an open mind and comprehensive outlook on the future of online learning programs.

As a future leader and advocate for student learning, it is my responsibility to use all findings in this study for the betterment of student success and achievement. I selected this field of study based on student production and completion of coursework using computer-based programs. During the decision-making process of building an argument for improvement, I considered substantial changes in multi-tier classrooms that needed to be implemented. I knew changing an academic foundation would not be easy, but I was up for the challenge. Essential student learning and positive engagement rest on many variables within this project. This study provides several opportunities for improvement that will eventually lead to a successful learning environment.
Conclusion

Results of this study showed the stakeholders unilaterally agreed that the learning environment needed revamping to address serious complications related to poor student engagement, a lack of resources, a need for professional development, and ineffective teachers’ interactions with students. Consequently, in Chapter 5, I delineate a step-by-step approach with strategies and actions to address how to rectify the situation in the “To-Be” framework. These actions address all ineffective behaviors experienced by the administrators, teachers, and students as the change takes place.
CHAPTER FIVE: TO-BE FRAMEWORK

In finding solutions and ideas for improvement within online learning, I looked forward to establishing an effective plan that will continue to create growth opportunities for students. Teachers, administrators, and guidance counselors in this study were intrigued about potential changes to the online learning community and student learning formalities. My research provided some insight into potential changes to online learning that may increase student learning. The data I collected in my last chapter reflected Wagner et al.’s (2006) “As-Is” within online learning environments. I was able to see different aspects of student engagement and understanding of the overall online learning process.

Furthermore, the data I collected gave me a better understanding of how stakeholders perceived online learning programs. This observation and knowledge of online programs enabled me to introduce alternative learning methods and ideas to lead to greater achievement and academic growth. Other alternative methods include increased teacher presence inside learning environments. Having certified teachers within online learning labs will help students attain a better understanding of the curriculum.

The study allowed me to consider every positive and negative aspect of student achievement through online learning. Academic improvements and commitments introduced were endorsed by all stakeholders involved in this observation. Creating better avenues for student achievement is vital in a successful online learning environment. Online learning environments should mimic traditional classroom settings by providing students with adequate support to meet their needs.
Edgenuity courses are used by the students in my district. The virtual content area teachers addressed the following student needs: core curriculum, credit recovery, intervention, and test readiness. This online curriculum not only aligns with Common Core as well as the Florida Curriculum Standards, it is a very flexible design that allows for differentiated learning. It is used to supplement classroom instruction as a means of increasing student learning and achievement. It is designed to fulfill academic readiness for middle and high school students. Within the Edgenuity program, students have the ability to master coursework in a realistic timeframe.

The credit recovery portion of online learning allows students to make up courses they previously failed. Online learning programs can be overwhelming for both students and teachers but provides academic advancement and student success. It gives students who are academically behind the opportunity to receive the continuous and targeted remediation they need to master content area standards and specific skills related to knowledge acquisition and course completion requirements.

Interventions within my district’s online learning portal help students close gaps and increase academic engagement. Middle and high school students are provided with data-driven interventions so they can catch up with their academics or gain additional credits. Interventions are needed for students to secure academic goal planning and graduation requirements. Interventions help students who struggle with traditional learning styles prepare for academic success.

Test readiness is required within the online programs used in my district to offer comprehensive preparation for assessments and exams. Essential to student achievement, test readiness provides rigorous, interactive learning tools that offer unique testing
strategies for attainment on exams and pretests. Test prep courses help students develop
the analytic and practical skills needed to successfully pass end of the course and exit
exams. This process is an important piece of student success and academic
accomplishment.

Computer-based programs were adopted in Prestige School District in early 2000. Reading and math programs were adopted after the creation of NCLB. To satisfy the state’s goal of improving Title 1 schools and educational functions, computer-based programs were implemented across the State of Florida to ensure students were receiving a fair opportunity to learn and be successful in any academic setting. Ultimately, the goal of NCLB was to strengthen Title 1 accountability by increasing standards in reading and mathematics. Betsy DeVos, the U.S. Secretary of Education, holds each school superintendent accountable for ensuring standardized test and assessment results and breaking out state progress objectives by poverty, race, ethnicity, disability, and limited English proficiency to ensure no group is left behind.

**Envisioning the Success To-Be**

To ensure school curriculum specialists throughout the district and school leaders follow the protocols of NCLB, failure to make AYP toward statewide proficiency goals over time means a school will be subject to corrective action and restructuring measures aimed at getting students back on course to meet state standards. An expectation within NCLB is that school leaders and school curriculum specialists throughout the district work to close the achievement gaps that may exist and hinder student learning and achievement. Online programs used in Prestige School District have undergone several changes over the past 10 years. The current programs used for student achievement have
accounted for several academic growth opportunities within the school district and around the state. Edgenuity, FLVS, and other curriculum learning tools provide exemplary approaches to student achievement from the core classes offered. These programs also allow students to maintain an ethical approach to academic learning and success.

My findings on computer-based programs are based on data collected from all stakeholders involved related to evaluating student achievement and performance outcomes inside of online learning environments. In completing this evaluation, I discovered several hidden indicators of positive and negative academic achievement. Despite my preexisting assumptions of computer-based programs, I learned how integrated programs may benefit student achievement while increasing their understanding of core classes.

The baseline exploratory question for changing the concept of integrated learning throughout Prestige School District was: “How well do students learn on computer-based programs with or without traditional learning styles?” Some other questions that come into play relate to the accuracy and ability of students to communicate appropriately for the overall outlook of this study. There are also questions about the grade level and academic understanding of the curriculum and other pertinent information that are useful for this study.

This study addressed questions concerning the probability of students learning effectively and efficiently using computer-integrated programs. I gathered pertinent information to determine how well students learn through traditional and online methods, and found some useful data on academic achievement. The data collected helped me
analyze the effects of students learning capabilities and achievement. Some data showed student growth in academics when taking classes online, whereas other data showed a significant decline in achievement. Using Wagner et al. ’s (2006) 4 Cs, I determined what the future contexts, conditions, competencies, and culture could look like if this plan is realized (see Appendix E).

**Context**

Within the context of this change, the data I gathered created a clear understanding of student achievement and curriculum layout. It is my goal to ensure all students are equipped with the resources and tools they need for success. With virtual and academic teachers establishing effective methods to increase achievement, students will be better prepared for success with understanding the curriculum. Therefore, students will have a clear understanding of what is expected when they are enrolled in classes online and how to use the available resources.

Online programs will be evaluated specifically for what is working well and what could be improved. Ensuring all students are equipped with the necessary resources and tools is essential to student success. Taking the time to listen to teacher and student concerns about online programs and traditional classroom settings will be a priority. Once concerns are identified that information can be addressed accordingly. Online programs used within my district must promote student engagement and success.

Stakeholders have identified student engagement as an issue, and it is important to recognize how online programs can benefit student productivity. Alternative resources need to be put in place to help struggling students maintain academic honesty and success. District policy may need to be created that keeps traditional learning at the top of
the list for student engagement and achievement. Academic strategies that include both online learning and traditional learning styles will be in place to help students master both areas of content. Students across the district should be surveyed regarding their experiences with online programs and those data can be used to identify future needs.

Furthermore, a plan of action can be created to help teachers adjust to student needs and curriculum development. Guidance counselors, faculty, and staff members who are involved in any online learning environments need to be advised of any potential changes that may occur. This helps maintain academic honesty and effective teaching strategies for student achievement and success. I suggest the need for training for teachers and all other entities involved in online learning programs. This is something that needs to be required for all teachers, guidance counselors, and any other staff members involved with multi-tier learning environments.

Finally, additional training and professional developments need to be provided to every teacher involved in online learning environments to ensure they have a clear understanding of their responsibilities within multi-tier curriculum settings. This will also help answer any unanswered questions and address any concerns that may hinder student engagement and achievement. Changing learning concepts and curriculum to increase student involvement may benefit both students and teachers. In some cases, a procedure or policy may change that may increase student success and teacher development of lesson planning. It will be strategic and effective in administering change and positive outcomes to student struggles and academic mishaps.
Culture

To establish a change in this learning culture, it is my intention to work collaboratively with all stakeholders. There will be an open line of communication to develop the necessary steps for increasing student learning and engagement. The change in learning curves and the overall culture of multi-tier settings will be reflective of one in which all stakeholders have a clear understanding of the online programs used and student needs. Stakeholders will be able to grasp positive strategies that will increase both student and teacher engagement. Support and adequate lesson planning will be imperative in this culture change.

As with most policy and procedure changes, all teachers and staff members must be on the same page. Data collected throughout my school district show this will not be an issue. Administrators should be on board with procedural changes and the implementation of effective classroom strategies for increasing student engagement and achievement. This culture of support will help establish rapport with all stakeholders involved to increase awareness of multi-tier learning environments.

Teamwork and positive attitudes will be a vital first step in creating a culture change. Communicating with stakeholders will be critical and valuable during this transition. This will ensure positive attitudes and reinforcement of change by initiating two-way communication and collaboration. As less than positive attitudes are identified, it will be a priority to eliminate any issues discovered and not allow negativity to take over. Finally, within the culture of this program, teachers and staff members have to become comfortable in knowing they have a clear understanding of curriculum change and student engagement.
Teachers should be prepared to guide students in meeting academic needs and challenges. They should be on the same page and have an effective plan of action in place to assist students in a multi-tier learning environment. This will be a growth opportunity for teachers in gaining confidence in their lesson plans by building positive teaching strategies for student success. This will be valuable in building self-confidence in teaching positive standards that may increase student achievement.

Conditions

For teachers and staff members to successfully meet the needs of their students, they need to be comfortable with the resources they use. It will be appropriate and much needed to conduct a strenuous review of online programs used in multi-tier environments and have training in place to ensure they are used appropriately. Classroom instruction, along with accurate and effective lesson planning, is important for this change. Currently, my district curriculum leaders offer a 1-day training session for Edgenuity teachers during the summer. The training provides an understanding of program expectations but does not address student concerns and teacher frustrations with program functions.

Based on the data I collected during this study, integrated programs and curriculum functions are a concern. Stakeholders will collaborate to review curriculum and academic productivity to ensure the curriculum aligns with standards and is effective for student engagement and understanding. Teachers, guidance counselors, and administrators will work together to provide effective strategies for professional development and any other pieces of training offered. One of the greatest conditions within the new changes in this program is student achievement. There will be an understanding that with the new policies and procedures created, teachers will not follow
state and district guidelines and may fail to create effective lesson plans that mirror the curriculum.

Stakeholders will be expected to support these changes and help develop effective plans that will address concerns surrounding online learning programs. Positive programs need to be created to help modify hidden indicators in multi-tier learning environments. Therefore, when newer, more creative lesson plans are implemented, teachers must follow the change. If there are any new integrated programs created, teachers should adapt to new lesson plans and eliminate older lesson plans. Meeting the needs of all students within the perimeters of multi-tier programs is essential to student learning and achievement.

**Competencies**

The competencies within these changes will reach every stakeholder involved and prepare students for multi-tier learning environments. This is an important factor for student achievement within this type of learning environment. Teachers and staff will have the ability to ensure every student is engaged in the curriculum and, more importantly, successful. Teachers and staff will also ensure lesson plans are effective and mirror the online curriculum.

Administrators will know about new changes and have the ability to support teachers in their delivery of lesson plans and academic content. Administrators will know what the data reflect and what areas need to be addressed. They will know how to address students’ needs to ensure success with the curriculum and content presented. Most importantly, administrators will know how to address and support their staff through the
change. Administrators will also help design future programs that may be created to increase student achievement and engagement.

Stakeholders will play an important role in administering effective resources and tools in classrooms and other multi-tier learning environments. If resources are deemed effective and appropriate, they will continue being used. If resources are ineffective, they will be discontinued. If the changes to online programs and curriculum do not align with the goals of the district, stakeholders will work to effectively determine new ones that do. Last, student achievement and engagement will be specifically defined.

In conclusion, stakeholders will determine whether the programs are useful to student engagement and learning curves. They will help mold teachers in preparing students for state assessments and course development. Students who maintain academic consistencies within the walls of multi-tier programs will increase learning strategies and achievement.

**Conclusion**

In this chapter, I defined the content, culture, condition, and competencies of computer-based programs and traditional classroom environments. Within this plan to create organizational change, I recognized scholarly contributions in identifying positive dynamics that can help me succeed with this change. This new change will not be easy, and I have recognized many challenges ahead that may be direct and indirect. With the implementation of online programs across the nation and throughout the state, there is still a need for traditional classroom environments to help students better understand the curriculum and address their academic needs. This will help students adapt to the engagement piece of lesson plans presented online.
My experience with online programs has allowed me to identify negative indicators of achievement throughout multi-tier environments. With these indicators, I created a current “As-Is” reflection of the overall academic organization (Appendix D). Additional research and an understanding of methods in leading the organization through change granted me the opportunity to identify my “To-Be” state (Appendix E). The “To-Be” state of the organization gave me the vision to develop strategies and actions to create an improved program. With the identification of academic needs and vision of this particular change, I look forward to the transition of achievement and the action steps toward successful change.
CHAPTER SIX: STRATEGIES AND ACTIONS

The goal within Prestige School District is to be at a 100% graduation rate. Wagner et al.’s (2006) process of moving the organization from where it currently stands (i.e., “As-Is”) to where I would like it to be (i.e., “To-Be) enabled me to identify four critical areas that can be addressed to improve integrated programs. These steps will increase student achievement and the completion of high school credits. It is within the context, culture, conditions, and competencies of Wagner et al.’s model that I recognized specific areas to address. Each area of change can be addressed to bring alternative learning methods into the program.

Within the “To-Be” diagram, each area of change plays a contributing role in student learning and student achievement. Specific strategies and actions for each of the four areas of improvement can be seen in Appendix F. These areas of change are designed to create positive effects on student engagement and success. Those positive changes will help both students and teachers gain a better perspective of traditional classroom environments versus online learning environments. The Strategies and Action Plan (See Appendix F) delineates how the approaches and activities will take place.

**Strategies and Actions**

**Area 1: Professional Development**

With the implementation of new online learning programs throughout my district, teachers did not fully understand how to maximize students’ potential in terms of learning the content presented. Within the last 4 years of Edgenuity being implemented in the district, trainings were provided for virtual and traditional classroom teachers. This training did not convey a clear understanding of the expectation that the use of the
program would increase student understanding of the curriculum and course content. There had never been a clear plan for implementing training for teachers to ensure they understood everything about Edgenuity and how to plan lessons. This program was implemented as an alternative to traditional classroom environments.

Recognizing this area of improvement will help faculty and staff prepare resources and tools for the online classes in which students are enrolled. This will also help with curriculum planning for students who are enrolled in both online and traditional classes. Once faculty and staff members have a clear understanding of online programs, they will be able to better prepare students to reach academic goals. This will also help students understand the overall process of enrolling in classes online and engaging with the curriculum presented. When students understand the why’s and how’s of academics, they have a better chance of completing coursework and, ultimately, reaching their goal of graduation. This strategy will change the entire organizational makeup of online programs and teaching modules.

Furthermore, helping both teachers and students gain a clearer understanding of the curriculum presented online along with traditional learning is vital to achievement and success. Professional development can be offered to teachers during the summer months and throughout the school year. If students opt to enroll in classes online, they should be required to take half of that course in a traditional classroom setting. With such strategies, students will gain a clear understanding of how to complete coursework promptly while effectively learning content. Professional development should be required for all teachers who are actively involved with online learning courses. If this action
should not work, some online resources may need to be withdrawn from certain coursework.

**Area 2: Student Engagement and Preparation**

Throughout this evaluation and within the data provided by various stakeholders, student engagement emerged as a concern. Students enrolled in online courses had issues with obtaining the curriculum promptly. Academic programs offered within my district were not designed to adhere to student growth and understanding of certain courses offered. These academic programs were not designed to address the engagement piece needed to help students adjust to this style of learning. It is critical and notable that the resources used in online learning environments need to be reconsidered and connected to traditional classroom settings.

Furthermore, student engagement can be difficult for some stakeholders to consider, and it may make some teachers feel uncomfortable. Lesson planning is important with this type of change and some teachers may not adapt to managing several lesson plans. Ensuring lesson plans align with the curriculum offered online and have a direct impact on student learning is important to consider. This will give students a better understanding of the courses in which they are enrolled and allow students to learn effectively and efficiently. In doing so, the engagement piece for both students and teachers will potentially increase.

In recognizing the need for student engagement, I will need to develop a strategic plan of action that will give students a better opportunity to grasp content with the online programs offered. Staff development and training will be needed to ensure all teachers teaching online classes are appropriately trained in delivering the appropriate instruction.
Also, instruction needs to be student-friendly and creative, allowing for positive engagement and learning incentives. Regarding students and the online materials used for instruction, the same must occur. I will need to review product evaluations to ensure students, who should already have a clear understanding of the curriculum, feel the programs are aligned to their needs.

In closing, if it is found that the online content does not align with the curricular needs of the students, changes will need to be made. Those changes will reflect student needs and content areas of the curriculum offered online. If the changes do not increase student engagement, I will suggest more traditional classroom learning for students enrolled in online courses. Students would then not enroll in classes online for the particular content area in which they are not achieving and will need to re-register for a traditional classroom setting. There will be no more multi-tier classes for students who struggle with engagement issues with regard to online courses.

**Area 3: Teacher Availability**

Teachers need to be more involved in maintaining lesson plans and structures throughout a student’s enrollment in courses online. Students who are struggling with computers and interactive programs should have immediate access to a traditional classroom setting that mirrors the content they receive online. Ensuring the alignment of resources to instructional needs is a critical component of student success. “The creation of a good or ideal school takes time and the commitment by all who are concerned with the school” (Daresh, 2010, p. 19). The programmatic changes with online programs and teacher involvement are significant and could affect the overall academic learning environment.
Teachers being involved with students in multi-tier environments is essential to achievement and academic growth. Teachers who are passionate about delivering unique lectures on suggested materials are needed in today’s classrooms. This will increase student engagement and broaden each student’s understanding of the materials presented. This area of concern is important in changing the organization’s makeup in a learning environment. Ensuring all students are receiving the necessary resources and tools is prevalent within my district. By increasing teacher involvement in online learning environments, students will be given a better opportunity to complete courses promptly.

Another change that will take place in online learning environments is guidance counselor and administration support. Not only will students be supported throughout their academics, teachers will have the support and involvement of guidance counselors and administrators. All levels of support will be addressed during professional development and other trainings offered by curriculum specialists within the district. Students will have access to teacher support throughout their tenure in multi-tier classroom settings and teachers will be supported by content area specialists (e.g., Assistant Principal of Curriculum) and guidance counselors, if needed.

**Area 4: Resources and Tools**

This area of change will be strategic throughout the development of this new process. Having an adequate amount of resources and tools coexists with teacher availability and involvement. If students are not receiving all the resources they need, they are presumably being set up to fail. This change allowed me to consider several components in increasing resources and tools within online learning environments and traditional classroom settings. The interviews and surveys completed during the process
of my data collection did not focus much on available resources other than teacher support.

With my experience in online learning environments, there are not enough textbooks for students to reference. I will maximize the number of workbooks and textbooks that will mirror the content areas in which students are enrolled. In doing so, this will help students master difficult areas of the curriculum when there are not any content teachers available. Textbooks also serve as a resource for students to complete suggested assignments within their online programs without any error. Having access to textbooks is a must within a multi-tier learning environment.

With regard to traditional classroom settings that offer some integrated programs, I will strategically place updated workbooks that reflect coursework presented in online classes. Textbooks that align with state standards and guidelines will also be given to students. Inside a traditional classroom setting, students are required to work expeditiously through workbooks and text readings. This will give them extra resources to complete courses effectively. However, I intend to limit the range of student involvement with online courses. Students will receive an efficient and effective number of lectures to fully understand the content.

**Conclusion**

The strategies and action plan I developed to target the four identified priority areas within this project serve as a baseline opportunity of work to change the overall outlook on online learning programs. Each area was evaluated carefully and strategically and was tied to the context, culture, conditions, and competencies of the program presented in this study. After collecting a significant amount of data from stakeholders in
this study, I was able to place this program at a positive, healthy, learning environment for students. These policies and considerations must be implemented if the necessary change is to occur within Prestige School District to improve student success and achievement.
CHAPTER SEVEN: IMPLICATIONS AND POLICY RECOMMENDATIONS

Implications

The implications for computer-based learning and traditional classroom settings are based on the four priority areas I previously identified (i.e., professional development, student engagement and preparation, teacher availability, resources and tools).

Considering the academic effects on all stakeholders, I believe all entities will adjust to the evaluation findings and the change plan I developed. I have defined a specific area within each of the four previously identified priorities on which to focus. Recognizing the positive effect on this organizational change from my focused area, there is an array of growth for student achievement. I will continue working with each of the four priority areas in the future to broaden the perspective of the effects on computer-based learning versus a traditional classroom setting.

Data collected during the duration of this project indicated stakeholders have numerous concerns about student success and understanding of curriculum formats. Therefore, I will target those areas of concern and make them a priority for the duration of this project. Currently, in Prestige School District, students can enroll in several online programs (i.e., FLVS, Edgenuity, Kahn Academy, and Clever). Two of the programs do not require a traditional classroom setting to help students adjust to the curriculum format. Replacing traditional learning styles with computer-based programs is the targeted point within my study that will enable students to grasp content areas on both lines of learning.

This will clearly define the importance of direct instruction for students. It will also give a point of finalization to curriculum formatting that is realized in assuring
academic achievement and attainment. Student achievement is very important when considering any multi-tier learning environment. How well students adapt to educational programs is essential to this study. My current school district curriculum specialist needs to continue searching for positive avenues for academic achievement among all entities involved.

**Policy Statement**

The policy I am recommending based on the findings of this study is to implement a better learning environment for students enrolled in online learning classes. After having fully explored various changes that will be implemented within Prestige School District, the focus point of this study is on academic growth and achievement. This new policy will, therefore, be that all students who are enrolled in online courses must complete a written exam that will consist of all content learned throughout the program. Academic growth will be measured via two specific indicators. The first indicator of academic growth will be centered on student achievement. The second indicator centered on student engagement.

Furthermore, students will be provided the necessary resources and tools to gain an understanding of content areas within multi-tier learning environments. Both indicators listed above will be addressed and play a significant part in establishing a fresh, new look to computer-based learning. Students will also understand the importance of face-to-face lectures along with online learning modules. Doing so will enable educators to design and use effective lesson plans that will adhere to the needs of students enrolled in computer-based programs.
Student-centered learning, along with the implementation of state standards, will continue to be a classroom priority in both learning environments. Once students complete a course online, they will need to complete a written exam to earn potential credit for the course. The data collected throughout this project showed evidence of students needing a better understanding of the curriculum and course guidelines for their online classes. I believe that if students have a better understanding of coursework from both perspectives of learning, and have the resources and tools they need, more successful completions will occur.

**Analysis of Needs**

**Educational Analysis**

This new policy is intended to provide teachers and students with a more effective way of learning in multi-tier environments within Prestige School District. Traditionally, students would complete courses through either Edgenuity or FLVS with no classroom expectations. With the new policy, after they complete a course on Edgenuity, they would be required to take an end of course exam with a minimum score of 70%. Other online learning programs, such as FLVS, would have a similar process for students after they complete a course. “The processes of participation and collaboration have an impact on those who participate beyond whatever task they may accomplish by working together” (Patton, 2008, p. 172). There has not been a direct plan of action in place to ensure students have a clear understanding of the coursework for their online classes. With the implementation of this secondary requirement, students will gain a better understanding of coursework and content.
Economic Analysis

From an economic viewpoint, I recognized several implications regarding this policy. This new policy will enable students to learn the content within the curriculum through a traditional classroom setting and an online learning experience. “No single instructional strategy will suffice to meet the demands of actively processing content during a critical-input experience” (Marzano, 2007, p. 34). This will allow students to complete their classes and increase their probability of passing state and district assessments. This will decrease any achievement gaps that may be present. This improved success rate will also increase the graduation rate for the district and positively affect the school community by placing more students in the workforce after high school.

Social Analysis

The social analysis of this new policy is based on increased graduation rates and higher assessment scores. In many cases, individuals who earn a high school diploma have a positive effect on their family’s cycle of poverty. This would then play a major role in moving them out of low-income areas and providing financial help. It could also create a sense of hope for the future. Individuals who can have a decent career will presumably have higher chances of providing for their families and may be less likely to commit crimes.

The social analysis of this study shows the importance of academic honesty for student achievement and learning curves. If students are not displaying academic honesty within their classes, this may affect their long-term knowledge of the content learned. Students should be able to take away some content from the courses they successfully passed. In some situations, students cannot regurgitate material they learned and use it in
the workforce. “After all, the achievement gap is in many respects nothing more than an educational manifestation of social inequality” (Lindsey et al., 2009, p. 57). This has a great impact on society and the surrounding community and may widen the achievement gap. This also affects teachers, administrators, community leaders, and district personnel.

**Political Analysis**

From a political perspective, the development of this policy has an array of impacts. Community leaders are always looking to improve the overall outlook within their respective organizations or societies. Upon making improvements, their umbrella of hope consists of educated citizens, increased jobs, and decreased poverty. This policy is designed to help increase the traits valued by community leaders. Community leaders may also look to fund academic programs that may help students become productive citizens.

Increased graduation rates will benefit a community socially and financially as the workforce becomes more educated. Prestige School District has several programs to help students navigate through academic functions and societal readiness. “Professional learning communities can offer significant benefits” (Bambrick-Santoyo, 2010, p. 33). Politically speaking, the development of this new policy will not only increase graduation rates, it will be reflected within the community. Increased graduation rates will not only affect the school district but the surrounding communities as well. This will then affect community members, school board members, and local politicians.

**Legal Analysis**

The legal analysis of this new policy is affected tremendously by online learning programs. Academic honesty is a major issue for school leaders when multi-tier courses
are involved. Some students may seek answers for questions on pretests and exams from non-approved websites. This may pose a legal threat because of teachers’ responsibility to ensure students are receiving a quality education with academic integrity. “Teachers ensure that every child receives the academic support he or she needs, they intervene to prevent failure and academic honesty” (Murphy, 2016, p. 103). If student progress is not monitored or tracked, it may pose a threat to dishonesty.

Because a policy will be implemented to support academic honesty, teachers and all staff members will be held accountable in ensuring academic integrity is displayed. Currently, individuals who do not follow district policies may be subject to repercussions on their employee evaluations. With a new district policy in place to combat academic dishonesty, there will always be the ability to add to it or change it. As the program overseer, there should not be any unforeseen resistance to this policy as it has been established based on the academic needs identified in this study. All faculty and staff working in multi-tier learning environments will be trained on the new policy and will be required to promote and understand the value behind its content.

**Moral and Ethical Analysis**

The moral and ethical analysis of this study reflects the specific need for students to learn effectively while in multi-tier classroom settings. In developing this policy, I am working to support student achievement and attainment of the curriculum offered through online programs. As a tenured educator for over 15 years, I am morally and ethically obligated to implement a new policy to provide greater support to the students I serve. This policy is needed for students and teachers. In some cases, teachers may want to refute this policy to move students along with courses they are attempting to make up.
According to the Florida Department of Education’s (2017) *Principals of Professional Conduct for the Education Profession in Florida*, “The educator’s primary professional concern will always be for the student and for the development of the student’s potential” (Section (1)(b)). I will need to address this issue and make sure teachers understand the overall foundation of multi-tier learning environments.

**Implications for Staff and Community Relationships**

Occasionally there will be some opposition from stakeholders during policy change of this magnitude. The resistance from stakeholders could stem from the responsibilities of both teachers and students. Teachers will be required to participate in additional professional developments that will hold them accountable for academic integrity. Once data are shared and there is an understanding of new academic goals, teachers and other stakeholders will attach themselves to this new policy. I do feel the support is present, and as I continue to justify the need for this policy, it will be supported.

I recognize the need for leaders in Prestige School District to openly share the data discovered through this evaluation to justify the need for this policy. The relationship between administrators and their staff is critical during this policy change. Teachers need to openly express their thoughts regarding the issues and concerns mentioned in this study. Once this new policy is in place, there has to be a level of trust and teamwork so all entities involved can help mold this policy’s transition from inception to common practice. “Teachers should be certain that the subject matter introduced into classroom discussion is within the scope of student’s understanding”
Those in the academic community would support this policy as an effective tool to support student achievement and attainment.

Within the development of this new policy, I am requiring that online courses be connected to the traditional classroom setting. In many cases, students are allowed to enroll in online classes without any traditional classes attached. Online programs are implemented as self-paced tools in which students navigate through the content on their own. With the new policy, students may not adapt right away to the change, but it will allow them to gain more knowledge in specific areas of study. The intention behind this policy is to work effectively to support students with attainment and achievement. Throughout the implementation of this new policy and professional developments that will follow, the goal is to ensure both students and teachers view this process as something beneficial.

**Conclusion**

Among several findings from data collection within this project, I was successfully able to identify hidden indicators of student attainment, engagement, and achievement. The implementation of this policy will allow students to understand the curriculum and content offered in multi-tier learning environments. “Recognizing and accepting that establishing and nurturing a learning-oriented culture is an ongoing and complex process” (Drago-Severson, Blum-DeStefano, & Asghar, 2013, p. 188). This will increase achievement and academic success across the board. I designed this policy to best support students as they prepare for graduation and go on to further their academic goals.
CHAPTER EIGHT: CONCLUSION

The creation of a better policy for multi-tier learning environments could not have come at a better time in Prestige School District because of the districtwide academic goal of increasing graduation rates. Changing the culture of online learning environments will provide an array of growth opportunities for both teachers and students. It will afford positive learning incentives for students to maximize their academic potential that will build character and maturity. For many years throughout my district, the online learning environment had some inconsistencies with the longevity of academic attainment and engagement used for future advancement. These inconsistencies have allowed for online learning programs to become more student-friendly while being enriched with academic understanding and focus on the specificity of achievement and attainment.

Discussion

The overall study and evaluation of this project were effective within this organization by identifying areas of concern and establishing fresh ideas for student learning. I felt I was able to reach several stakeholders within the online learning environment in Prestige School District. Through my data collection and policy creation, I learned how to effectively research and gather information related to building a successful learning environment. Those findings allowed me to identify specific changes needed in a growing academic program. I am grateful to join other stakeholders in the building process of operational leadership and change within multi-tier learning environments.

The process of changing the course of this learning environment would not be an easy task, as it was difficult to convince district leaders to buy into the change. Through
the process of changing this learning environment, district leaders and other stakeholders were able to grasp and support the goal of this new policy. After the policy implementation, the change piece was the focal point moving forward. In recognizing the need for change and identifying specific areas of concern, I was able to focus on improvements that would mirror the needs of online learning environments. I completed my change with a specific list of findings that led to areas of change and specific plans to improve student engagement and achievement while enrolled in online classes.

Using the data collected throughout this study, I was able to gain a clear understanding of student’s struggles with online classes. I identified that students need to be motivated with curriculum and content needs. Through that motivation, a more hands-on approach from certified teachers and other resources is essential to student success and achievement. Students need to be more academically engaged in the content and curriculum to grasp subject areas. I believe identifying this need was critical to student productivity and growth.

Creating a plan for change in helping increase student performance and achievement became a top priority for me during this project. Once this project came together and specific areas became the focal point for change, I recognized how important it was to complete this change. Being able to change the overall thought process behind academic rules and guidelines was huge for me in recognizing an effective way of increasing success. I learned so much through this process and was able to create positive avenues for not only students but educators as well. This new policy will allow multi-tier learning environments to evolve.
Furthermore, the process of change in this program allowed me to understand the current state of academic learning environments and focus on academic significance and growth. The policy I created may serve as a procedural example on how to build student engagement and effective learning. This policy change created helpful resources and tools used by students to gain a better understanding of the curriculum presented in multi-tier learning environments. This will give students better opportunities to grasp content as they prepare for other avenues in their academic journeys.

**Leadership Lessons**

The leadership lessons I experienced through this project are exceptionally encouraging to me as a future leader within my district. As an aspiring administrator and district leader, I recognize the need to address learning inhibitors that may affect student achievement within the parameters of online classrooms. I never considered so many hidden indicators of student achievement within multi-tier learning environments until I decided to move forward with implementing change for this study. This experience allowed me to embrace change and adhere to the needs of all stakeholders involved in this study and to grow as an aspiring leader while being a part of an effective, productive learning system for students to follow.

Throughout the process of data collection, I learned many things about online learning programs and the teaching elements needed to promote student engagement and achievement. Many stakeholders did not agree with the change but eventually bought into the new development of student learning. This change was not easy and played a significant role in how online programs should reflect traditional classroom content. Two-way communication with teachers and other faculty members was the key to
effecting positive change within classrooms. I am determined to continue finding better educational resources and tools for the betterment of student achievement and success.

I have grown professionally throughout this process of academic implementation and curriculum alignment. I learned that in any academic learning environment, stakeholders play a significant role in the decision-making process. As a future leader and current advocate for academic evolution, I will rely on stakeholders to help develop innovative ideas that will increase student achievement. I also learned that an organized process validates the effort and helps others recognize the responsibility of student improvement and engagement. That responsibility relies on district and school leaders to maximize student achievement by implementing an effective curriculum that aligns with state standards.

**Conclusion**

In closing, this project allowed me to understand the effects of online learning programs on students and how they establish academic growth and development. The implementation of new classroom practices resulted in a complete overhaul to online learning programs in Prestige School District. Like many online programs used within the state and district, programs are developed to adhere to student achievement and engagement. When changes occur to multi-tier learning environments, student engagement will increase. This academic plan gives stakeholders within the district who are involved regularly with online learning programs the ability to contribute to the development of positive growth while increasing student achievement.

Throughout this project, I identified several student needs and concerns that can be addressed in the future. This project enabled me to identify strategies that will benefit
student learning and academic promotion. It is my intention to address those areas that can be improved and implement a better system to meet students’ needs.

During the course of this policy change, I recognized how stakeholders have contributed to the entire makeup of online learning programs. The support of stakeholders during this policy change was positive and encouraging.

Furthermore, in identifying areas of improvement within this program, I developed a new policy that would help students learn at an effective, positive rate. The new policy within this academic umbrella is comprehensive and credible. It acknowledges academic development and adheres to student achievement. This new policy change will strengthen Prestige School District’s contingency plan and may also help other school districts as well. I will use the data from this project to create a better program for students within my district and ultimately throughout the state.

I look forward to these improvements leading to greater student success in classrooms, more effective teaching resources, and increased graduation rates. This project is monumental in creating better learning environments that will benefit student engagement and achievement. In addition, I will continue to find better resources that will increase productivity and success. I am blessed to have had the opportunity to work on a project of this magnitude. This project will hopefully become a blueprint for other school districts across the United States and, ultimately, the entire world.

With the future of computer-based learning, I look forward to proposing this new plan of action that will help students become successful throughout their academic tenure at Prestige School District. I am proposing that online learning programs become accessible to students in Grades 6 through 12 and become readily available for core
classes. With that in mind, I believe school leaders should hold traditional classes for 3
days per week to allow students to learn at a more effective rate. On the fourth and fifth
days, students would work on computer-based courses aligned with traditional classroom
workloads. This will cut costs and lower district spending while benefiting academic
achievement. It is my goal to provide exceptional resources and tools for students to
achieve and adapt in a functional learning environment that provides all learners the
ability to be actively engaged in their academics.

Furthermore, students will have the flexibility of combining traditional learning
with online learning tools and resources. I propose 3 days of classroom interactive
lessons with a teacher, and 2 days with a focus on classes online that mirror the new
academic learning design adopted by the state. This will give students the ability to adapt
to learning curves while grasping the full content presented through their preferred
curriculum. Giving students a 3-day work schedule will keep them engaged in lessons
while using digital learning practices for the advancement of academic curriculum.
REFERENCES


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APPENDIX A

Faculty Interview Questions

1. What subject matter are you certified in?

2. How many years of teaching experience do you have in this school district?

3. How long have you been teaching computer integrated programs?

4. What computer integrated learning programs have you worked with?

5. How familiar are you with Computer programs?

6. What aspects of computer programs are beneficial to student learning?

7. What do you think is not working well with computer integrated programs?

8. What are the greatest challenges students face with computer integrated programs (Edgenuity, Florida Virtual)?

9. What are some areas of concern do you have with virtual learning? (Edgenuity, Florida Virtual)?

10. What areas of online learning do you consider to be non-useful and can hinder student learning and understanding?

11. What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?

12. What do you envision as a better learning environment and organization for student achievement and learning?

13. What suggestions do you have, if any, to improve computer integrated learning labs?

14. What are student’s biggest concerns while completing classes online?

15. What are some challenges you think students may encounter in online classes?
16. Are online classes more effective than traditional classroom settings?

17. Are there any additional comments, questions or concerns you may want to add?

   If so, explain.
APPENDIX B

Administrator Interview Questions

1. What do you know about online programs used in the district?

2. How much experience do you have in education?

3. How much experience do you have working in a multi-tier classroom?

4. What are your overall thoughts on computer-based programs?

5. Do students practice academic honesty in online learning classrooms?

6. Which online programs have been effective for student learning?

7. Describe what helps students become successful in online learning classrooms?

8. What hinders student growth?

9. Do you feel teachers and students have the necessary resources and tools needed to be successful in multi-classroom settings?

10. Describe some areas that may hinder student growth in online classroom settings?

11. What are your overall thoughts on multi-tier classroom settings?

12. What do you think students may benefit more from within multi-tier classrooms?

13. What are some suggested improvements to online learning classes and classrooms?

14. What are some challenges students may face while enrolled in online classes?

15. What are notable responses from students that struggle with coursework online?

16. Are online classes more effective than traditional classes?

17. Any other comments, suggestions, or concerns?
APPENDIX C

Faculty Survey

1. What is the highest level of education you have completed? Circle one

2. How long have you worked in this school district? _____________

3. How long have you worked at your school? ________

4. What do you think is working well with virtual learning?
   ________________________________________________________________
   ________________________________________________________________

5. What do you think is not working well with virtual learning?
   ________________________________________________________________
   ________________________________________________________________

6. What are some challenges students face when taking classes online (Edgenuity, Florida Virtual)?
   ________________________________________________________________
   ________________________________________________________________

7. What are some ways online programs can be more beneficial to student learning (Edgenuity, Florida Virtual)?
   ________________________________________________________________
   ________________________________________________________________

8. What areas of concern does online programs pose to student learning?
   ________________________________________________________________
9. What do you consider to be beneficial to student learning and online participation for students that struggle with computer-based programs?
________________________________________________________________________
________________________________________________________________________

10. What do you envision as a better learning environment and organization for student achievement and learning?
________________________________________________________________________
________________________________________________________________________

11. How much success do students have on computer-based learning programs?
Not at All Somewhat Well Moderately Well Extremely Well

12. How satisfied are you with student achievement while enrolled in online classes?
Not at All Somewhat Satisfied Moderately Satisfied Extremely Satisfied

13. What needs to change with the academic makeup of online classes?
________________________________________________________________________
________________________________________________________________________

14. How can students improve their understanding of curriculum offered online?
________________________________________________________________________
________________________________________________________________________

15. How might online programs hinder student learning?
________________________________________________________________________
________________________________________________________________________

16. Can there be any added resources to online classes that would possibly make it better for student achievement?
________________________________________________________________________
________________________________________________________________________

17. What are some of the greatest challenges in increasing student achievement with regards to computer integrated programs?
________________________________________________________________________
________________________________________________________________________
18. What suggestions would you make to improve curriculum and academic resources and tools?
APPENDIX D

AS-IS 4 Cs Analysis for Computer-Based Learning

Context
- No additional learning resources for student learning and achievement

Culture
- Lack of learning opportunities for students
- Lack of academic resources and tools for student learning
- Lack of accountability for learning goals
- Lack of academic performance

Conditions
- Not enough learning opportunities
- Not enough resources for student learning
- Not enough resources and tools for student engagement

Increasing student learning as a priority

Competencies
- Develop more learning opportunities
- Provide more teacher support
- Provide better resources and tools
APPENDIX E

TO-BE 4 Cs Analysis for Computer-Based Learning

Context
- Online learning programs that will improve student achievement and growth accountability

Culture
- More teacher visibility
- Better classroom structure
- More resources for students and teachers

Competencies
- Better student outcomes
- Improved growth on online content

Conditions
- Positive learning environments
- Student access to textbooks
- Administrator presence

Overall student engagement and achievement Creating better program initiative
## APPENDIX F

### Strategies and Action Plan

<table>
<thead>
<tr>
<th>Area</th>
<th>Strategy</th>
<th>Action</th>
</tr>
</thead>
</table>
| Area 1 | Encourage professional development | - Provide teachers with extensive training on Edgenuity  
- Recognize area of improvement  
- Ensure staff have a clear understanding of online programs  
- Guarantee teachers’ understanding of the curriculum presented online  
- Ensure students take half of course traditionally before enrolling in online course |
| Area 2 | Engage and prepare students | - Address students’ needs and learning styles  
- Consider students’ engagement differences  
- Encourage solid teacher planning  
- Ensure lesson plans are aligned with the curriculum offered  
- Give students better opportunities to grasp content  
- Ensure lessons are clear, creative, and relevant |
| Area 3 | Have teachers available | - Teachers engage students in a multi-tier environment  
- Teachers deliver unique lectures on suggested materials  
- Teacher involvement in online learning environment  
- Involving others, such as guidance counselors and administrators |
| Area 4 | Ensure resources and tools | - Guarantee teachers know how to operate tool and have formal training in content area  
- Maximize the number of workbooks and textbooks that will mirror the content areas  
- Help students master difficult areas of curriculum  
- Ensure students have access to the different resources and tools |